

PUPIL ATTENDANCE

In Kentucky Schools

2009-10 School Year



Office of District Support Services

September 2009

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DEFINITIONS

Average Daily Attendance (ADA) - Aggregate days attended by pupils in a public school, adjusted for weather-related low attendance days, if applicable, divided by the actual number of days the school is in session, after the five days with the lowest attendance have been deducted. [KRS 157.320(1)].

Average Daily Membership (ADM) - Aggregate days membership of pupils in a public school, divided by the actual number of days the school is in session.

Centralized Attendance - Pupil attendance records, for state accounting purposes and for the purpose of state computation of pupil attendance, kept in a central location in the local elementary or secondary school [KRS 161.200(2)].

Enrollment - Total of all original entries in a given school year. (Total of E-1's, E-2's and E-3's)

Ethnic Count - Student membership count by grade, gender and ethnicity.

Event – An event occurs when a student is absent for more than 60 minutes of their day.

Full Time Equivalency (FTE) – Attendance for all students will be calculated based on the actual time the student is absent from school.

Growth Factor Report - An annual attendance report submitted to the KDE 10 days after the last day of the second school month, but not later than November 1. The percentage of growth in transported students and average daily attendance (ADA) is based on a comparison of current year and prior year Growth Factor Report Data. Growth in transportation and ADA increases a district's transportation and SEEK funding in accordance with KRS 157.360(8) and KRS 157.370. **A loss in ADA and transported students on the Growth Factor does not affect funding in the current year.**

Instructional Time – Attendance is based on the regularly scheduled school day. Instructional time is the total amount of time in the school day less the amount of time used for non-instructional activities (i.e., breaks, lunch, recess).

Low Attendance Days – The five lowest days of attendance in which all schools in the district were in attendance.

Member - A pupil is a member of a class or school from the date of enrollment until the date of withdrawal.

Original Entry - A pupil enrolled for the first time in a Kentucky school in the current school year (E-1, E-2, E-3).

Partial Day Student – A student who is enrolled in a public school for less than the full regularly scheduled school day for that school. A student can be enrolled as a Partial Day student in more than one public school.

Percent of Attendance - The aggregate days attended by pupils in a public school for the school year divided by the total aggregate days' attended plus the aggregate days absent of pupils in a public school for the school year [KRS 157.320(14)].

Percentage of the Day Absent – The portion of the day a student misses in excess of 60 minutes during the regularly scheduled school day. (Percentage of the Day Absent = Number of minutes missed divided by number of minutes in the regularly scheduled school day)

Recording Attendance – Daily attendance of **elementary students** shall be determined by taking attendance one time each day prior to the start of instruction and maintaining a student entry and exit log at each school. [702 KAR 7:125 (7)(1)]

The daily attendance of **middle and high school** students shall be determined by taking attendance each class period, and maintaining a student entry and exit log at each school. [702 KAR 7:125 (7)(2)]

Record of Daily Attendance: Register Report – The record of daily attendance of students that includes student names, ID numbers, daily attendance (full day or tardy) and monthly totals. The Record of Daily Attendance may be organized by homeroom or grade level.

Re-entries - Pupils received from another school in Kentucky. In every case, the pupils were previously recorded as E-1, E-2 or E-3 in a Kentucky school in the current school year.

SEEK - Support Education Excellence in Kentucky funding program.

Superintendent's Annual Attendance Report (SAAR) - Annual attendance report that is submitted electronically to KDE by June 30 of each school year. The report includes attendance, membership and enrollment data by grade, school and transportation code. The report provides school district information including Average Daily Attendance (ADA), Average Daily Membership (ADM), percent of attendance, and dropout information by school and by district for the school year that has just been completed.

Tardy - A student who misses 60 minutes or less of the regularly scheduled school day. [702 KAR 7:125(8)(2)]

Teacher's Monthly Attendance Report: ADM and ADA Detail Report - The record of monthly attendance of students that includes student names, ID numbers, transportation codes and monthly totals. The ADM and ADA Detail Report can be run in summary mode for year-to-date aggregates. These must be audited to the Register Report monthly to be certain that aggregates are accumulating correctly. These forms also must be signed by a *certified* employee, who by signing, indicates and certifies that the reports are correct.

Weather-related Low Attendance Days – Days the district's average daily attendance is lower than the prior year's adjusted ADA due to weather-related reasons. Up to ten days may be claimed as an adjustment on the Superintendent's Annual Attendance Report (SAAR). [KRS 157.320(17)]

Withdrawal - A pupil who, for the current year, has severed his/her connection with a class, grade or school.

IMPORTANT PUPIL ATTENDANCE DATES

Applicable Statutes and Regulations:

KRS 157.360	Base funding level – adjustment –enforcement of maximum class sizes –allotment of program funds
KRS 158.444	Administrative Regulations – Role of Department of Education
KRS 159.160	Attendance reports to superintendent
KRS 164.7885	Annual Submission by High Schools of List of Eligible Students – Data on List – Verification of Eligible Students – Reduction of Award – Authority for Administrative Regulations
702 KAR 7:125	Pupil Attendance

<u>Activity</u>	<u>Due on or before:</u>
Date of Determination of Dropouts	October 1
Lists of Students Covered by Current-Year Nonresident Contracts	November 1
Growth Factor Report (10 days after the last day of the second month or by)	November 1
Nonacademic Data Report	November 1
Transportation Growth Factor Adjustment Sheet	November 1
IDEA-B Child Count (as of Dec 1)	December 15
State Preschool Enrollment Count (as of Dec 1)	December 15
Kentucky Educational Excellence Scholarship Report for Eligible Fall Grads	January 15
Contracts for Nonresident Students (for upcoming 2010-2011 school year)	February 1
Annual Homeless Children/Youth Count Survey	February 14
Testing Window	April 19-30
State Preschool End of Year Supplemental Count (3-year-olds w/disabilities)	May 15
School Calendar (upcoming 2010-11 school year) Approved by LBE	May 15
School Calendar (upcoming 2010-11 school year) Submitted to KDE	June 30

Amended School Calendar (current 2009-10 school year) submitted to KDE	June 30
Amendments to Contracts for Nonresident Students (current 2009-10 school year)	June 30
Safe Schools Data Report	June 30
Superintendent's Annual Attendance Report (SAAR)	June 30
Kentucky Educational Excellence Scholarship (KEES) Report	June 30
Home Hospital Program Forms (end of 2009-10 school year)	June 30

CALCULATION OF DAILY ATTENDANCE

Applicable Statutes and Regulations:

KRS 158.060	School month and school day; duty-free lunch period; Non-teaching time for teachers
KRS 159.150	Definitions of truant, habitual truant and being tardy; adoption of truancy policies by local school boards
702 KAR 7:125	Pupil Attendance

702 KAR 7:125 requires elementary schools to check attendance once in the morning and maintain attendance by using an entry/exit log. Middle and high schools are required to check attendance each class period and maintain an entry/exit log.

The minimum instructional term as defined in KRS 158.070 includes 175 six-hour days of actual instruction or its equivalent (1,050 hours). Instruction includes those activities defined in 702 KAR 7:125. **Lunch, recess, breaks and passing time in excess of the five minutes allowed between classes and any other activities not specified in 702 KAR 7:125 are not included in the minimum instructional day.**

NOTE: Attendance is based on the regularly scheduled school day. Instructional time is the regularly scheduled school day less the amount of time used for breaks, lunch, recess, etc. Five minutes is the maximum allowable passing time between instructional periods, and minutes in excess of the five minutes may not be included in instructional time.

A pupil who misses 60 minutes or less of the regularly scheduled school day is recorded as tardy. A pupil absent for more than 60 minutes of the regularly scheduled school day is recorded absent for the actual percentage of the day missed. A pupil absent for the entire regularly scheduled school day is recorded absent for 100 percent of the school day. All calculations are made based on the cumulative time missed during the regularly scheduled school day.

The criteria are applicable regardless of the length of the scheduled school day and apply to all grade levels including entry level through the 12th grade.

Sample daily schedules and calculations are discussed below.

A district operating on a six-and-one-half-hour day, every day, will record attendance as follows:

- If a student is absent 0.75 hour, the student is absent less than 60 minutes and is recorded as tardy.
- If a student is absent 3 hours, the student is absent 46 percent of the school day.
- If a student is absent 4.5 hours, the student is absent 69 percent of the school day.
- If a student is absent 6.5 hours, the student is absent 100 percent of the school day.

For a district that schedules school for seven hours Monday through Thursday, and three hours on Friday as approved by the local board of education, the calculation is as follows:

- If a student is absent 1.5 hours on Monday, the student is absent 21 percent of the school day.

- If a student is absent 1.5 hours on Friday, the student is absent 50 percent of the school day.
- If a student is absent 3 hours on Monday, the student is absent 42 percent of the school day.
- If a student is absent 3 hours on Friday, the student is absent 100 percent of the school day.
- If a student is absent 4.5 hours Monday, the student is absent 64 percent of the school day.
- If a student is absent 6 hours of time on Monday, the student is absent 85 percent of the school day.

A three-hour Entry Level program will record attendance as follows:

- If a student is absent 0.5 hour, the student is absent less than 60 minutes of time and is recorded tardy.
- If a student is absent 1.5 hours, the student is absent 50 percent of the school day.
- If a student is absent 3 hours, the student is absent 100 percent of the day.

Tardy and percentage of the day information must be recorded on the Record of Daily Attendance Register Report.

ENTRY, RE-ENTRY AND WITHDRAWAL CODES

Applicable Statutes and Regulations:

KRS 159.170 Withdrawals and transfers; teachers to investigate and report

702 KAR 7:125 Pupil Attendance

The following entry, re-entry and withdrawal codes shall be used to indicate the enrollment status of pupils:

E01 - A pupil enrolled for the first time during the current year in either a public or nonpublic school in the United States.

E02 - A pupil previously enrolled during the current school year in either a public or nonpublic school in another state who has not previously enrolled in Kentucky during the current school year.

E03 - A pupil enrolling for the first time during the current school year in either a public or nonpublic school, who withdrew as a W06, W07, W13, W16 or W18 during the 2004-05 school year or as a W24 or W25 for previous school years (beginning 2005-06).

R01 - A pupil received from another homeroom in the same school.

R02 - A pupil received from another public school in the same public school district.

R06 - A pupil reentering the school after dropping out, discharge or expulsion from a school district in Kentucky during the current school year, who has not entered any other school during the intervening period.

R20 - A pupil previously enrolled in a home school in Kentucky during the current school year.

R21 - A pupil previously enrolled in any public or nonpublic school (excluding home schools) in Kentucky during the current school year.

W01 - A pupil transferred to another homeroom in the same school. The re-entry code to use with W01 shall be R01.

W02 - A pupil transferred to another public school in the same public school district. The re-entry code to use with W02 shall be R02.

W07 - A pupil withdrawn due to those communicable medical conditions that pose a threat in school environments listed in 902 KAR 2:020, Section 1(1), accompanied by a doctor's statement certifying the condition or any other health-related condition for which the student is too ill to participate in regular school attendance or local homebound instructional services or if the student has obtained a doctor's statement certifying the condition. The re-entry code to use with W07 shall be R06.

W08 - A pupil withdrawn due to death.

W09 - A pupil who has graduated or completed a 504 plan or an individual education plan prior to the end of the school term or year.

W12 - A pupil under the jurisdiction of the court. For purposes of the W12 code, a pupil may be considered under the jurisdiction of the court on the day the petition is filed with the court. The re-entry code to use with W12 shall be R06. For accountability purposes, a W12 shall be considered a dropout if the district cannot substantiate enrollment in the proper educational setting as designated by the court.

W17 - An entry level student in the primary program, withdrawn during the first two months enrolled due to immaturity or mutual agreement by the parent, guardian or other custodian and the school in accordance with 704 KAR 5:060.

W20 - A pupil transferred to a home school. The re-entry code to use with W20 shall be R20.

W21 - A pupil transferred to a nonpublic school (excluding home school). The re-entry code to use with W21 shall be R21.

W22 - A pupil who has transferred to another public school district and for whom a request for student records has been received or enrollment has been substantiated or a pupil who is known to have moved out of the United States.

W23 - A pupil withdrawn for a second or subsequent time who initially withdrew as a W24 or W25 during the current school year.

W24 - A pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated.

W25 - A pupil who is at least 16 years of age and has dropped out of public school.

W26 - A pupil who has withdrawn from school after completing a secondary GED program and receiving a GED certificate.

W27 - A student who has withdrawn from school and subsequently received a GED.

Questions concerning Entry/Withdrawal codes may be directed to:

Tracy Browning or Jeffrey Coulter
Division of Financial Data Management
15th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-3846

tracy.browning@education.ky.gov or jeffrey.coulter@education.ky.gov

SUSPENSION and EXPULSION CODES

Applicable Statutes and Regulations:

KRS 157.320(1)(15)	Definitions for KRS 157.310 to 157.440
KRS 158.150	Suspension or expulsion of pupils
702 KAR 7:125	Pupil Attendance

Suspension

Local attendance codes for suspensions must be mapped to the state code of S: Suspension.

The following codes are used to indicate the **Suspension** status of students in the Record of Daily Attendance:

S – shall be used to indicate the days suspended.

Suspensions are considered an unexcused absence in accordance with 702 KAR 7:125. Suspensions must be recorded on the Record of Daily Attendance (Register Report).

Expulsion

Behavior resolutions must be mapped to the following state codes in the student information system.

- SSP1** – expelled, receiving services
- SSP2** – expelled, not receiving services
- SSP3** – out-of-school suspension
- SSP5** – corporal punishment
- SSP6** – law only

When a student is expelled, the expulsion will be reported on the Record of Daily Attendance (Register Report) as an unexcused absence.

If the student is expelled without services, the student should be marked absent each day following the expulsion.

If the student is expelled with services, the student should be marked absent for any day services were to be provided, but the student was not present to receive services.

Questions concerning Suspensions and Expulsions may be directed to:

Libby Taylor
Division of Secondary and Virtual Learning
19th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-4772, ext. 4511
libby.taylor@education.ky.gov

NO PASS NO DRIVE

Applicable Statutes and Regulations:

KRS 159.051 No Pass No Drive

The "No Pass/No Drive" statute (KRS 159.051) became law on June 25, 2007, with implementation on August 1, 2007. This statute applies to every public and private school district across Kentucky.

The "No Pass/No Drive" statute results in the denial or revocation of a student's drivers license for any of the following:

- academic deficiency
- dropping out of school
- nine or more unexcused absences in one semester

Academic deficiency is defined as a student who does not have passing grades in at least four of six courses, or the equivalent, in the preceding semester. A student is deemed to have dropped out of school when he/she has nine or more unexcused absences in the preceding semester. Any absences due to suspension shall be unexcused absences.

Should you want to review the full text of this law, please visit this link on the Legislative Research Commission's Web site:

<http://www.lrc.ky.gov/record/07RS/record.htm%20>

Beginning August 1, 2007, any 16- or 17-year-old applying for a drivers license permit (Instruction Permit) will be required to have a completed School Compliance Verification Form: KRS 159.051. The form verifies that the student is compliant with the components of the statute.

If the student is not compliant, a form will not be issued. If a 16- or 17-year-old student (with a driver's permit or license) accumulates nine or more unexcused absences in one semester, the school will report the student as noncompliant via the Web portal at the end of each semester or may be made earlier in the semester. Any absences due to suspension shall be unexcused absences. Additionally, if a 16- or 17-year-old driver drops out of school, a report of noncompliance will be made immediately via the Web portal.

A student shall be deemed academically deficient when he or she has not received passing grades in at least four of six courses or the equivalent. Reports of noncompliance based on academic deficiency will be made via the Web portal. The "No Pass, No Drive" law specifies that a student "shall" pass four courses (or the equivalent of four courses per semester; $4/6 = 66$ percent). Since most schools are currently using a six-course semester, the Kentucky Department of Education is recommending that a student would need to pass more than 66 percent of his or her classes to be compliant. This same mathematical calculation (66 percent) has been used in the graph below to show how it applies to different course and semester configurations.

Academic Deficiency (as defined and recommended by KDE)

Courses Per Semester	Number of Courses Student Would Need to Pass to be Compliant
4	3
5	4
6	4
7	5
8	6

The Kentucky Department of Education (KDE) collaborated with the Transportation Cabinet to create a Web portal to allow for electronic communication between schools and the Division of Driver Licensing. This is a secure portal that limits access to only registered, authorized users. One person from each district has been selected by the superintendent as the district contact for implementation of the "No Pass/No Drive" statute. The district contact has the ability to access information for each school in the district. Additionally, each school containing at least one grade from the 7-12 grade range will have three authorized users with access to the school's information and the portal.

The three authorized users and district contact must register their names using this link: <https://secure.kentucky.gov/portal/registration.aspx>. This process will register these individuals on the Web portal and allow direct exchange of information between schools and the Transportation Cabinet.

The Kentucky School Boards Association recently released a model policy regarding this legislation. This information was sent to all district superintendents. Districts may want to refer to this model policy as they approve district policy to address this statute.

Questions concerning No Pass/No Drive may be directed to:

Nijel Clayton, Manager
Libby Taylor
Division of Secondary and Virtual Learning
19th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-4772
nijel.clayton@education.ky.gov
libby.taylor@education.ky.gov

ETHNIC CODES

Applicable Statutes and Regulations:

702 KAR 7:125

Pupil Attendance

1 - White (not Hispanic) - a person having origins in any of the original peoples of Europe, North Africa or the Middle East

2 - Black (not Hispanic) - a person having origins in any of the black racial groups of Africa

3 - Hispanic - a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture of origin regardless of race

4 - Asian or Pacific Islander - a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands

5 - American Indian or Alaskan Native - a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition

6 - Other

TRANSPORTATION CODES

Applicable Statutes and Regulations:

KRS 157.370 (3)	Allotment of transportation units
702 KAR 5:020	Program cost calculation
702 KAR 5:100	Handicapped, reimbursement for

Aggregate days attendance and absence are reported to KDE by school, grade level and transportation code. Transportation codes are as follows:

T1 - A pupil transported over one mile twice daily, if the transported distance to school over the shortest publicly accessible route exceeds one mile and the pupil is transported twice daily. Pupil safety should always be the top priority when considering routing.

T2 - A pupil transported under one mile twice daily.

T3 - A pupil transported over one mile once daily, if the transported distance to school over the shortest publicly accessible route exceeds one mile and the pupil is transported once daily. Pupil safety should always be the top priority when considering routing.

T4 – A pupil transported under one mile once daily.

T5 – A special needs student whose Individualized Plan (IEP) lists transportation as a related service or who is receiving IEP-mandated special accommodations.

NT—Non-Transported Student

For reporting purposes, T-3 aggregate days attendance is divided evenly (50/50) between T-1 and NT; T-4 aggregate days attendance is divided evenly (50/50) between T-2 and NT.

Students designated T5 must have this requirement clearly stated in their IEPs. Students covered by 504 Plans are not eligible to be coded T5.

KDE recommends that individual student transportation codes be verified **at least** once a semester. Inaccurate coding of transportation may result in a proportional reduction of the transportation allotment of the SEEK calculation.

Questions concerning transportation codes and assignment may be directed to:

Roy Prince
Pupil Transportation Branch
15th Floor, 500 Mero Street
Frankfort Kentucky 40601
(502) 564-4718, ext. 4442
roy.prince@education.ky.gov

SCHOOL CODES

The School Data File is the official record of public schools in Kentucky. School districts are to notify the Kentucky Department of Education when a new school is established, an existing school is closed or there is a change in grade level distribution of a school.

The School Data File is used to verify validity of schools reported on the Superintendent's Annual Attendance Report (SAAR), Growth Factor Report and all reports collected by the Division of District Operations. If the district has not informed KDE of any changes in its school(s), errors may result on any reports processed by the Division of District Operations. For this reason, it is imperative that schools notify KDE when there are openings, closings or modifications of schools in their districts.

Requesting a Location Number

- A **public school** is an institution that provides educational services, has one or more grade groups (EL-12) or is ungraded, and:
 - has one or more teachers to provide instruction
 - is located in one or more buildings
 - has an assigned administrator
 - receives public funds as primary support
 - is operated by a local education agency

A school should be considered as a “population of students,” rather than a building.

- A **non-public school** is an institution that provides educational services, has one or more grade groups (EL-12) or is ungraded, and:
 - has one or more teachers to provide instruction
 - is located in one or more buildings
 - has an assigned administrator
- A **magnet school** is a special school or program designed:
 - to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing or eliminating racial isolation (50 percent or more minority enrollment)

and/or

- to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented or foreign language)
- The Division of District Operations has the responsibility to assign location numbers to school districts.

- The **superintendent** must submit a completed District Change Request Form, which can be obtained via e-mail from Lori Davis at lori.davis@education.ky.gov or at the link below. (The form can be completed electronically and submitted via e-mail as an attachment.)

<http://www.education.ky.gov/KDE/Administrative+Resources/Data+and+Research/Data+Requests/Location+Number+Request.htm>

- Numbers are randomly assigned, and the superintendent will be advised within five working days of KDE's receipt of the request unless otherwise notified.

School Type Code / Location Number

Public School:

- A1 A school under administrative control of a principal or head teacher and eligible to establish a school-based decision making council. An A1 school is not a program operated by or as a part of another school.

Public Program:

- A2 District-operated totally vocational-technical school, where membership is counted in other schools.
- A3 District-operated totally special education school.
- A4 District-operated totally preschool program (e.g., Head Start, Kentucky state-funded preschool or Parent and Child Education [PACE]).
- A5 An alternative school, which is a district-operated and district-controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. Its population composition and characteristics change frequently and are controlled by the school district student assignment practices and policies (i.e., the district personnel have input with regard to the identification of students receiving services provided by the A5 school as opposed to unconditionally accepting court-ordered placements). Students enrolled in A5 schools typically include:
- (a) actual dropouts returning to an alternate educational environment
 - (b) potential or probable dropouts
 - (c) drug abusers
 - (d) physically abused students
 - (e) discipline problem students
 - (f) nontraditional students (e.g., students who have to work during the school day)
 - (g) students needing treatment (e.g., emotional/psychological)

- A6 District-operated instructional program in a non-district operated institution or school.
- B1 Laboratory or training school in state operated by college or university.
- B2 Laboratory or training school in private college or university.
- C1 State-operated state vocational-technical schools.
- C2 State-operated area vocational education centers.
- C3 State-operated vocational programs in colleges or universities.
- C4 State-operated vocational health occupational schools.
- C5 State vocational programs (other).
- D1 State Department of Education operated schools (blind & deaf).
- F1 Federal Dependent Schools (Ft. Knox & Ft. Campbell).
- J1 Roman Catholic.
- M1 Other religions.
- M2 Seventh Day Adventist.
- R1 Private, non-church related.

Questions concerning the assignment of school numbers and federal organization codes, should be directed to:

Lori Davis
Division of District Operations
15th Floor, 500 Mero Street
Frankfort Kentucky 40601
(502) 564-5279, ext. 4445
Fax: (502) 564-9166
lori.davis@education.ky.gov

STUDENT IDENTIFICATION NUMBERING SYSTEM

An E98 is automatically assigned to any student that you enroll into a school in your district who is currently enrolled in a school in another district. Upon this initial enrollment, a record will be created with the student's name, date of birth, gender and SSID#. Once the district has determined that the student has been withdrawn from the losing district, the E98 should be manually changed to the appropriate entry code. An electronic transfer of student records (Special Ed, Health, Discipline, etc.) can be requested from the losing district at any time following the student enrollment.

Students that are shared between two schools are considered Partial Day. They will not be withdrawn from the Primary School. The Student Locator creates an enrollment with an E98 Start Status and Service Type of P: Primary when the second school enrolls the student. The Service Type has to be changed to S: Partial and the Start Status changed to the appropriate entry code.

For each of the following issues, please have your district support staff member enter a support ticket with Infinite Campus:

- Student Locator not functioning correctly
- pending SSID# for any student for more than 48 hours
- ambiguous SSID# for any student

Infinite Campus Support should be contacted on all issues regarding the product; however, the District Technology Coordinator (DTC) in your district should be contacted whenever there is an issue with connectivity to the program or to the Student Locator. If DTCs have connectivity issues and need assistance, they should contact the KETS Service Desk at (866) 538-7435.

Questions concerning SSIDs may be directed to:

Leigh Welch
Division of District Operations
15th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-5279, ext. 4445
leigh.welch@education.ky.gov

Becky Jenkins
Division of District Operations
15th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-5279, ext. 4422
becky.jenkins@education.ky.gov

SCHOOL CALENDAR

Applicable Statutes, Regulations, and House Bill

KRS 2.110	Holidays
KRS 2.190	Presidential Election Day
KRS 157.350	Eligibility of districts for participation in fund to support education excellence in Kentucky
KRS 158.060	School month and school day; duty free lunch period; non-teaching time for teachers
KRS 158.070	School term; holidays and days closed; continuing education for certain students
702 KAR 7:125	Pupil Attendance
KRS 157.360	Base funding level --Adjustment -- Enforcement of maximum class sizes -- Allotment of program funds -- Recalculation of allocated funds -- Lengthening of school days.
HB 406	School Calendar

The local board of education shall adopt a school calendar prior to May 15 of each year for the upcoming school year. The adopted school calendar shall be submitted to the Kentucky Department of Education prior to June 30. A local school district will not be paid any installment of its SEEK allotment until the school calendar has been approved by the Department of Education.

School districts should advise parents and students of planned days for makeup of instructional time missed due to inclement weather and other events. If the district has planned ten days of make-up in the calendar, this should be clearly communicated to teachers, parents and students at the start of the school year.

The following guidelines are to be used for the 2009-10 school year calendar. The 2009-10 original and amended school calendars will be submitted electronically through the Web-based Kentucky School Calendar Application. Starting with the 2009-10 original calendar, each weekday in the calendar must be designated as a Day Event Type (opening, closing, holiday, professional development, planning, regular, makeup, break or other). A Day Event Type must be listed from Monday through Friday; therefore, no weekdays should be omitted or “X-ed” out of the calendar.

GUIDELINES FOR DEVELOPING THE SCHOOL CALENDAR

Calendar Guidelines as Affected by 2008 House Bill 406

HB 406 states,

(14) Instructional Days: (a) Notwithstanding KRS 158.070 and 2006 Ky. Acts ch. 252, Part I, D., 4., (16), the school term for fiscal year 2007-2008 and each fiscal year thereafter shall include the equivalent of 177 six-hour instructional days and shall include no less than two six-hour instructional days in addition to those included in the 2005-2006 school calendar as approved by the Kentucky Department of Education. Districts may exceed 177 six-hour instructional days.

(b) The Commissioner of Education may approve a waiver of the requirements of paragraph (a) of this subsection for school districts that have developed and implemented innovative alternative school calendars for fiscal year 2007-2008 and for each year thereafter. The Commissioner of Education may approve a waiver of the requirements of paragraph (a) of this subsection for school districts that have experienced an unanticipated hardship in fiscal year 2007-2008.

(c) Prior to the approval of school calendars for fiscal year 2008-2009, the Kentucky Board of Education shall by administrative regulation establish procedures by which the Commissioner of Education may approve innovative alternative school calendars.

(d) No later than October 31, 2008, the Department of Education shall report to the Interim Joint Committee on Education the Kentucky Core Content Test results, norm referenced test results, EXPLORE test results, PLAN test results, and ACT test results for each school district with a school calendar of less than 177 actual school days.

Under HB 406, districts are required to provide no less than 1,062 hours of instruction during the 2009-10 school year, and districts are required to provide no less than two additional six-hour instructional days beyond the six-hour instructional days provided during the 2005-06 school year as approved by KDE. Districts may exceed 177 six-hour instructional days.

The language of HB 406 refers to six-hour instructional days; therefore, it does not include in the determination of the number of days required any school days that offer less than six hours of instruction. For example, a school district provided 175 days of instruction during the 2005-06 school year, but 171 of those days supplied six hours and five minutes of instruction, and the remaining four days supplied four hours of instruction. In this situation, the district would be required to be in session for at least 173 six-hour instructional days and meet the 1,062 instructional hours requirement during the 2009-10 school year.

Additional Examples:

Total Instructional Days for 2005-06	2005-06 Days with Six or More Hours of Instruction	2005-06 Days with Less than Six Hours of Instruction	Number of Six-Hour Instructional Days Required for 2009-10
175	175	0	177
175	173	2	175
170	170	0	172
170	165	5	167
180	177	3	177
178	176	2	177
177	171	6	173

Regardless of the number of instructional days provided in the 2009-10 school year, the calendar must include a minimum of 1,062 hours of instruction. Therefore, the calendar must fulfill two separate standards: two six-hour instructional days in addition to the number of six-hour instructional days provided in 2005-06 and a minimum of 1,062 hours of instruction.

Innovative Alternative School Calendar

Under HB 406, districts may apply for an Innovative Alternative Calendar for 2009-10 school year.

Emergency **702 KAR 7:130** states:

“Section 1. (1) A local board of education may request approval of an innovative alternative school calendar for the 2008-2009 school year or the 2009-2010 school year by submitting a written request to the Commissioner of Education.

(2) The request shall be signed by the superintendent and board of education chairperson, contain a specific explanation of the reason for the request, and shall include the following information:

- (a) How the alternative calendar will improve teaching and learning in the district;
 - (b) How 1,062 hours of instruction will be included in the calendar;
 - (c) The structure of any instructional days that are less than six-hours in length; and
 - (d) A description of how the alternative calendar will provide for professional learning situations designed to improve instructional practices that will enhance student learning.
- Section 2. A request for approval of an innovative alternative school calendar shall be submitted to the Commissioner of Education no later than June 30 preceding the school year for which the request is submitted.

Holidays (H)

Indicate dates that have been designated holidays in accordance with KRS 158.070(4)(c) with an "H." A maximum of four days of the minimum school term may be designated as holidays. If the local board of education does not dismiss school for permissible holidays, the number of days of actual classroom instruction must be increased accordingly.

Dates designated as holidays in the calendar should be reflected on actual holiday dates.

Professional Development (P)

Indicate dates that have been designated for professional development in accordance with KRS 158.070(4)(a) with a "P."

Planning Days (G)

Additional teacher working days used for the purposes of planning, parent/teacher conferences, etc., should be designated with a "G."

Opening (O) and Closing (C) Days

Indicate opening and closing dates (activity planning) in accordance with KRS 158.070(4)(d) with "O" and "C" respectively. Opening day must occur prior to the first instructional day, and closing must occur after completion of the instructional term (702 KAR 7:125).

The number of professional development days, opening and closing days and holidays in the minimum 185-day school term are as follows:

Professional Development	[KRS 158.070(4)(a)]	4
Opening/Closing	[KRS 158.070(4)(d)]	2
Holidays	[KRS 158.070(4)(c)]	<u>4</u>
		10

Break Days (K)

Indicate extended days out of school such as fall break, winter break and spring break with a “K.”

Make-Up Days (U)

Indicate dates that have been designated for the makeup of instructional time missed due to emergency in accordance with 702 KAR 7:125 with a “U.” The number of days indicated must be equal to the greatest number of days missed over the past five years.

Each instructional day repeated on the school calendar must reflect the instructional minutes being provided on that day (702 KAR 7:125).

Make-up days should be reflected only in the district’s original calendar.

NOTE: Related Statutes

KRS 2.110 states that no person shall be compelled to labor on Labor Day.

KRS 158.070(6)(a) states that all schools shall be closed on regular and primary election days. These election days may be used for professional development, parent/teacher conferences, etc.

KRS 2.190 states that presidential election day shall be a state holiday and all schools shall be closed on presidential election day (the Tuesday after the first Monday in November of presidential election years). If personnel are required to work, they shall be eligible for compensatory pay (overtime pay) for the day.

KRS 158.070(6)(b) states that all schools must be closed for Martin Luther King Day. This day must either be a holiday or a day outside of the minimum school term.

Regarding professional meeting days, KRS 158.070(6)(a) states that "school may be closed for two (2) consecutive days for the purpose of permitting professional school employees to attend statewide professional meetings." These two days generally are held in the spring. If the district chooses to be in session for students on these days, it must allow delegates to attend as compensated professional leave time.

Pursuant to KRS 158.070(6)(a), local districts "shall designate one additional day when schools shall be closed to permit school employees to participate in regional or district professional meetings." Note that on that third day, schools must be closed for students, but districts may elect to remain open for regional or district professional development.

KRS 158.070(11) allows additional instructional time in excess of the state and local requirements to fulfill the 185-day contract requirement under KRS 157.350 as well as the calculation of service credit for certified staff under KRS 161.500 in exchange for *days missed due to emergency* if all state and local requirements have been met. Complete instructional

time information and a make-up day plan must be included on the KDE-approved calendar. (Review the KRS for further information on classified staff.)

The minimum school term is 185 days. **If the local board of education approves an original calendar that provides 1,062 hours of instruction in 170 days, the district must be providing five additional professional development or planning days for teachers.** Indicate additional professional development with a “P” and additional planning with a “G.”

Test Windows and Reports 2009-2010

EXPLORE, PLAN and Writing On Demand (12 th grade)	September 14–25, 2009 (no change)
ACT Test Day	March 9, 2010
ACT Make-Up Day	March 23, 2010
First Day of Spring Core Content Test Window	April 19, 2010
Close of Spring Core Content Test Window	April 30, 2010
Test Reports to Schools	July 2010

As a reminder, the 2010 testing window will comprise six days of testing and four additional make-up days. The Office of Assessment and Accountability will work with district assessment coordinators (DACs) on the “six-day schedule” for the 2010 window. Please use these dates when considering schedule issues for the spring of 2010. (Note: The new norm-referenced test for grades 3-7 may be administered one week prior or one week after the Spring Core Content Tests.)

AMENDED SCHOOL CALENDAR

Local school districts should plan appropriately so that amended calendars are approved by the local boards of education in time to be submitted to the Department of Education in accordance with the regulatory requirements. Amended school calendars must be submitted to KDE prior to June 30.

Each weekday in the 2009-10 amended calendar must be designated as a Day Event Type (opening, closing, holiday, professional development, planning, regular, teacher equivalency, disaster, break, other or weather). A Day Event Type must be listed from Monday through Friday; therefore, no weekdays should be omitted or “X-ed” out of the calendar.

Disaster Days (D)

Disaster days approved by the Commissioner of Education in accordance with KRS 158.070 and 702 KAR 7:125 should be designated with a “D” on the amended school calendar.

Teacher Equivalency (E)

In rare cases, a district may need to use Teacher Equivalency Days in order to fulfill the required number of contract days. KRS 158.070(11) allows additional instructional time in excess of the state and local requirements to fulfill the 185-day contract requirement under KRS 157.350 as well as the calculation of service credit for certified staff under KRS 161.500 in exchange for *days missed due to emergency* if all state and local requirements have been met.

Shortened School Days

Districts may not shorten the regularly scheduled school day after the school calendar has been approved, except in cases of emergency or other unexpected conditions that would endanger the health or safety of children.

Under KRS 157.360, section 17, times missed due to shortening days for emergencies may be made up by lengthening school days in the school calendar without any loss of funds under the program to support education excellence in Kentucky.

Emergency Hours

A school district or a school within a school district may use a total of five hours during the school year for days shortened due to an emergency. These hours are not required to be made up. Hours missed in excess of five hours must be made up. **All time missed (made up or not) must be reported on the Amended School Calendar.**

Weather Days (W)

Days missed due to weather must be reflected as Weather Days (W) on the amended school calendar.

Directions for Submitting Electronic School Calendars

The calendar file (CAL999.10)* is submitted by uploading the calendar through the Web-based Kentucky School Calendar Application. In order to access the Kentucky School Calendar Application at <http://apps.kde.state.ky.us/login>, the districts' personnel who will be responsible for uploading the calendars must obtain a user ID and password from the districts' Web Application Administrator Point of Contact (WAAPOC).

***CAL= code for calendar**
999 = your district number
10= is the calendar year

Questions concerning the School Calendar may be directed to:

Tracy Browning or Jeffrey Coulter
Division of Financial Data Management
15th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-3846

tracy.browning@education.ky.gov or jeffrey.coulter@education.ky.gov

SCHOOLS' MASTER SCHEDULE

Applicable Statutes and Regulations:

702 KAR 7:125 Section 1 (6)

Pupil Attendance

Each school must have a master schedule available that indicates instructional and non-instructional time periods. This applies to grade levels EL through 12. If Entry Level students are on a schedule separate from the upper elementary, a separate schedule must be provided. An example of an instructional time schedule follows:

COUNTY HIGH SCHOOL			
2009-10			
TIME	GROUP I	GROUP II	GROUP III
7:30	Buses Unload	Buses Unload	Buses Unload
8:00	Block I Classes Begin	Block I Classes Begin	Block I Classes Begin
9:30	Block I Classes End	Block I Classes End	Block I Classes End
	Break	Break	Break
9:45	Block II Classes Begin	Block II Classes Begin	Block II Classes Begin
11:25	Block II Classes End Lunch Begins	Block II Classes End	Block II Classes End
11:30		Block III Classes Begin	Block III Classes Begin
11:55	Lunch Ends		
12:00	Block III Classes Begin		
12:10		Block III Classes Suspend Lunch Begins	
12:40		Lunch Ends	
12:45		Block III Classes Resume	
1:00			Block III Classes End Lunch Begins
1:30	Block III Classes End	Block III Classes End	Lunch Ends
1:35	Block IV Classes Begin	Block IV Classes Begin	Block IV Classes Begin
3:00	Block IV Classes End Students Dismissed	Block IV Classes End Students Dismissed	Block IV Classes End Student Dismissed

DISASTER DAYS

Applicable Statutes and Regulations:

KRS 158.060(2)	School month and school day; duty-free lunch period; non teaching time for teachers
KRS 158.070(4)(e)	School term; holidays and days closed; continuing education for certain students
702 KAR 7:125 (4) and (5)	Pupil Attendance

Only under extreme conditions will a district be excused from the 1,062-hour instructional term. All efforts should be made to house students in a temporary location and conduct regular school activities. A district will not be considered for district-wide disaster days unless it has missed more than 20 instructional days system-wide.

A request for a disaster day for a particular school or schools within a district must be submitted to the Commissioner of Education for consideration. The request should include the school name, description of emergency requiring the closing of the school, description of all efforts made to provide instruction for the students in a temporary setting and a copy of the local board order supporting the request.

STATE FAIR

Applicable Statutes and Regulations:

KRS 158.070(7)	School Term
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Students are allowed one day as an **excused absence** to attend the Kentucky State Fair.

4-H ACTIVITIES

Applicable Statutes and Regulations:

KRS 159.035(1)	Participation in 4-H activities to be considered attendance – Excused absence for educational enhancement -- Appeal of denial of excused absence --Exception for testing periods.
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Any student enrolled in a properly organized 4-H club shall be counted as **present** at school while participating in regularly scheduled educational 4-H club activities if the student is supervised by a designated 4-H club leader during the educational activity. (This could include 4-H events at the Kentucky State Fair.)

EDUCATIONAL ENHANCEMENT OPPORTUNITIES

Applicable Statutes and Regulations:

KRS 159.035(2) Participation in 4-H activities to be considered attendance –
Excused absence for educational enhancement -- Appeal of denial
of excused absence --Exception for testing periods.

A student may be allowed **up to ten days per school year** to participate in an educational enhancement opportunity that the principal determines to be of significant educational value. Participation in an educational foreign exchange program or an intensive instructional program in one of the core curriculum subjects of English, science, mathematics, social studies, foreign language or the arts could be considered an Educational Enhancement Opportunity. Days on which students have been approved by the principal to participate in such an opportunity **will be included in aggregate daily attendance**.

Students who are denied a request for an Educational Enhancement Opportunity may appeal the determination to the district superintendent. If the superintendent's decision is unsatisfactory, the student can appeal to the local board of education for final determination. If a superintendent upholds a principal's denial, a student can appeal the decision to the local board of education for a final determination. A principal, superintendent and local board of education shall make their determinations based on the provisions of this subsection and the district's school attendance policies.

When recording attendance for a student who is participating in an Educational Enhancement Opportunity, the school should code the days as EHO.

A written request from the parent stating the reason for the EHO signed by the school's principal should be on file for any students taking an EHO day. If no documentation exists, students must be marked absent. Attendance records must be reviewed and corrected prior to submission of the 2009-10 Superintendent's Annual Attendance Report.

COCURRICULAR ACTIVITIES

Applicable Statutes and Regulations:

702 KAR 7:125(6) Pupil Attendance

Students who are participating in a **co-curricular instructional activity** that has been **authorized by the local board of education** and is a definite part of the instructional program of the school **can be counted present** while participating in such an activity.

EXTRA CURRICULAR ACTIVITIES

Applicable Statutes and Regulations:

702 KAR 7:125

Pupil Attendance

For a **student who is attending or participating in an extra-curricular activity such as a state championship level athletic activity, the law does not permit the student to be counted present at school**. The student must be marked absent, and the student cannot be counted within ADA (average daily attendance) for SEEK funding purposes.

VIRTUAL HIGH SCHOOL

Applicable Statutes and Regulations:

702 KAR 7:125

Pupil Attendance

Students who are enrolled in an off-site virtual high school class or block can receive attendance credit for the year or semester in which they originally enrolled in the class or block if the student demonstrates proficiency in accordance with local policies required by 704 KAR 3:305.

Students must be properly recorded in the virtual high school user record within the Student Information System in order to receive the appropriate attendance credit.

PERFORMANCE BASED COURSES

Applicable Statutes and Regulations:

702 KAR 7:125

Pupil Attendance

A student who is participating in standards-based, performance-based credit that is awarded in accordance with 704 KAR 3:305 and that falls within one or more of the categories of standards-based course work outlined in 704 KAR 3:305 can receive full attendance credit for a class or block for the year or semester in which the student initially enrolled in the class or block if the student demonstrates proficiency in accordance with local policies required by 704 KAR 3:305.

Students must be properly recorded in the performance-based user record within the Student Information System and placed in the performance-based attendance group in order to receive the appropriate attendance credit.

ARMED FORCES DAY

Applicable Statutes and Regulations:

KRS 159.035(3)

Armed Forces Day

If a student's parent, de facto custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, a public school principal shall give the student an excused absence for one day when the member is deployed and an additional excused absence for one day when the service member returns from deployment.

When recording the attendance for a student using an Armed Forces Day, the school should code the day(s) as AFD:

- an excused absence for one day when the member is deployed
- an additional excused absence for one day when the service member returns from deployment

When recording the attendance for a student using an Armed Forces Recuperation leave, the school should code the day(s) as AFR:

- excused absences for up to ten days for visitation when the member is stationed out of the country and is granted rest and recuperation leave

A student receiving an excused absence under these subsections shall have the opportunity to make up schoolwork missed and shall not have his or her class grades adversely affected for lack of class attendance or class participation due to the excused absence.

A student receiving an excused absence under these subsections shall be considered present in school during the excused absence for the purposes of calculating average daily attendance.

Documentation should be on file for students taking an AFD day(s) and AFR day(s). If no documentation exists, student must be marked absent.

HOMELESS STUDENTS

Applicable Statutes and Regulations:

McKinney-Vento Homeless Education Assistance Act

The clarified definition of who is considered homeless is addressed in Section 725 (2) and (6) of the McKinney-Vento Homeless Education Assistance Act, which states:

(2)The term “homeless children and youths”-

(A) Means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103 (a)(1); and

(B) includes-

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103 (a)(2)(C);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

School selection by homeless students

LEAs must, to the extent feasible, keep students in homeless situations in their school of origin unless it is against the parent or guardian’s wishes. Some of the factors to consider in determining whether it is in the student’s best interest to keep the student in his or her school of origin are:

- the student's age
- the student's academic needs
- the student's emotional needs
- the student's experiences at the school of origin
- continuity of instruction
- any other special needs of the family
- length of stay in the shelter
- the school that the student's siblings attend
- the likely location of the family's future permanent housing
- time remaining in the school year
- distance of commute and the impact it may have on the student's education and other student-centered, transportation-related factors

- the safety of the child

Under the new federal law, whenever a dispute arises about school selection or enrollment, the student must be immediately admitted to the school of choice while the dispute is being resolved.

Enrollment of Homeless Students

A school selected must immediately enroll students who are homeless, even if they do not have required documents, such as school records, medical records, proof of residency or other documents. The term “enroll” includes attending classes and participating fully in school.

Enrolling schools must immediately contact the previous schools to obtain records. **Students must be enrolled while records are being obtained.**

If the student does not have required medical records such as immunizations, the liaison must immediately assist in obtaining them. **The student must be enrolled in the interim.**

Questions concerning Homeless may be directed to:

Mary Marshall
Division of Federal Programs and Instructional Equity
8th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-3791, ext. 4051
mary.marshall@education.ky.gov

SHORTENED SCHOOL DAY FOR EXCEPTIONAL CHILDREN

Applicable Statutes and Regulations:

KRS 157.230	Special educational programs of school districts
707 KAR 1:280	Definitions: KAR Special Education Programs
707 KAR 1:320	Individual Education Program

Students with disabilities are expected to attend school for the entire school day. However, when circumstances warrant, the Admissions and Release Committee (ARC) may determine it is in the student's best interest to shorten his or her school day. Districts must have a medical statement signed by a physician; documented determination by the student's ARC that a shortened school day is needed; an IEP that prescribes the length of the shortened day; and approval by the district's board of education that maintains the student's confidentiality.

When the school day is shortened and all these pieces are in place, the district must submit notice to the KDE Division of Exceptional Children Services (DECS) on forms provided. Information shall include the student's name, disability, school, school district, teacher, length of day, building principal and confirmation that there is a signed medical statement, an ARC determination of need, that a shortened day is described in the student's IEP and that the local board of education has approved a shortened day for the specified student.

Note that this is **not a request** for approval from DECS, but rather **it is notice** that the district has shortened the school day of a child with a disability pursuant to criteria described above.

District: _____ District Number: _____
Special Education Cooperative: _____
Contact Person: _____ Phone Number: _____
Principal: _____ Date of Request: _____

***Kentucky Department of Education
Division of Exceptional Children Services***

**NOTICE OF SHORTNED SCHOOL DAY
SCHOOL YEAR 2009-10**

STUDENT DATA:

NAME: _____ AGE: _____ DISABILITY _____

TEACHER DATA:

NAME: _____ SOCIAL SECURITY # _____

GRADES TAUGHT: _____ SPECIAL EDUC CODE: _____

SCHOOL: _____ CLASSROOM TYPE: _____

1. What is the typical beginning and ending time for students in this school?

BEGINNING TIME: _____ ENDING TIME: _____

2. What are the beginning and ending times for this student?

BEGINNING TIME: _____ ENDING TIME: _____

3. Describe the reason(s) why this student requires a shortened school day:

4. Is this student returning to school after being in a Home/Hospital Instruction Program?

Yes _____ No _____

If yes, please describe circumstances:

5. Identify steps the ARC will take to promote full attendance for this student in the future?

6. Has a shortened school day been requested for this student in previous school years?

Yes _____ No _____

If yes, list the previous school year(s):

7. Is there a signed Physician statement:: Yes_____ No_____

*******IMPORTANT*******

The district must maintain the following documentation for all Shortened School Days approved by the local board of education:

- approval by the local board of education (**STUDENT CONFIDENTIALITY** procedures **MUST** be followed when listing student information in the local board minutes.)
- minutes of the ARC meeting documenting the ARC decision that a shortened school day is needed
- a copy of the student's IEP documenting the shortened school day
- a copy of the physician statement of the medical need

FOR LOCAL USE ONLY

LOCAL BOE APPROVED: _____ DATE: _____
(YES/NO)

FOR KDE USE ONLY

NOTICE NO: _____ DATE: _____

RECEIVED AT KDE: _____ DATE: _____
(Reviewer's Initials)

Form WV-032
Rev. 06/24/05
CT:MM

Questions concerning Shortened School Days may be directed to:

Toyah Robey
Division of Exceptional Children Services
8th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-4970, ext. 4019
toyah.robey@education.ky.gov

DROPOUT DATA

Applicable Statutes and Regulations:

KRS 158.6451	Legislative declaration on goals for commonwealth's schools – Model curriculum framework
703 KAR 5:001	Assessment and accountability definitions
703 KAR 5:020	The formula for determining school accountability
703 KAR 5:130	School District Accountability

The Nonacademic Data Report is due to KDE November 1, 2009. Dropout data is reported for each student in grades 7 through 12, by Gender, Race, Grade, SES, LEP, IEP, 504 Plan and Disability. **Schools are responsible for verifying the whereabouts of all students who were enrolled during the 2008-09 school year or students who completed the 2007-08 school year, but failed to enroll prior to October 1, 2008.**

Regular Dropouts

According to the National Center for Educational Statistics (NCES) definition adopted by the Kentucky Board of Education, a **dropout** is an individual who:

1. was enrolled in school at some time during the previous school year (2008-09)
2. was not enrolled at the beginning of the current school year (2009-10)
3. has not graduated from high school or completed a state- or district-approved educational program
4. does not meet any of the following exclusionary conditions: (a) transferred to another public school district, private school or state- or district-approved education program; (b) temporarily absent due to suspension; or (c) deceased

When determining regular dropouts, the following definitions apply:

1. A **school year** is defined as the 12-month period of time beginning with the opening day of the 2008-09 school year and ending the day prior to the opening of the 2009-10 school year.
2. A school **completer** has graduated from high school, or completed an approved educational program, upon receipt of formal recognition from school authorities.
3. A state- or district-approved program may include special education programs, home and hospital (homebound) instruction, or some other certification differing from the regular diploma.

4. Transfer may be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education.

School of Accountability

The district will submit the district and school numbers of the district and school where the dropout occurred. In addition, the district will submit an accountability district and school for those students who need to be tracked back to their home districts and schools based upon residency. The school of accountability cannot be an A2-A6 school. Those students must be tracked back to the proper A1 school.

Summer Dropouts

By law, summer dropouts must enroll **prior to** October 1, 2008, of the academic year for which they did not return to school in order to not be considered dropouts. The logic to determine a summer dropout includes three school years. This involves identifying students who completed the 2007-08 school year and did not return to the 2008-09 school year prior to October 1, 2008. For summer dropouts, the student is a dropout for the grade and year for which he or she fails to return. Those students are then reported as summer dropouts for the 2008-09 school year November 1, 2009, of the 2009-10 school year.

For example:

A 6th-grade student completes the 2007-08 school year. The student fails to return to the 2008-09 school year prior to October 1. That student is a dropout for the 7th grade for the 2008-09 school year.

If a student enrolled and completed the 2007-08 school year and enrolled prior to October 1, 2008, the student is not a dropout for the 2008-09 school year.

Dropout Codes:

W07 - A student who is withdrawn with a W07 not receiving instructional services is a dropout.

W12 - A pupil withdrawn with a W12 who cannot be verified to be in a court-prescribed educational program is a dropout

W23 - The W23 code is used to designate students who have already withdrawn during the same school year as a W24 or W25. For W23 withdrawals, the district follows the guidelines below for a W24 or W25 to determine if that student should be included in the dropout submission. **Students who withdrew with the dropout code of W23 are dropouts**

W24 - The code W24 should be used to account for students who have moved out of this public school district for which enrollment elsewhere has not been substantiated. **Students who withdrew with the dropout code of W24 are dropouts.**

W25 - The code W25 should be used to account for a student who is at least 16 years of age and has dropped out of public school. **Students who withdrew with the dropout code of W25 are dropouts.**

W26 - The code W26 should be used for a student who withdrew from school during the 2008-09 school year after completing a secondary GED program and received a GED certificate. **Students withdrawn with a W26 are NOT dropouts if they received the GED prior to October 1, 2008.**

W27 - The code W27 should be used for a student who dropped out of school during the 2008-09 school year (W24 or W25) who received a GED certificate by October 1, 2008. **Students withdrawn with a W27 are NOT dropouts if they received the GED prior to October 1, 2008**

In order to determine dropouts for the 2008-09 school year, a district should review students who were enrolled less than 30 instructional days during the 2008-09 school year and use the following to determine the district/school of accountability.

Accountable to State

Student enrolled less than 30 instructional days in a district prior to dropping out. District and School Number set to enrollment district and school number at time of dropout and Accountable District Number set to state code (999) with blank Accountable School Number.

Accountable to District

Student enrolled at least 30 instructional days in the district, but not 30 instructional days or more within any school in the district prior to dropping out. District and School Number set to enrollment district and school number at time of dropout and Accountable District Number set to district of withdrawal and accountable school number set to blank.

Accountable to School

Student enrolled at least 30 instructional days in a school prior to dropping out. District and School Number as well as Accountable District and School number set to enrollment district and school number at time of dropout.

Questions concerning Dropout Data may be directed to:

David Curd or Tina Logan
Division of Assessment Implementation
18th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-9853
david.curd@education.ky.gov or tina.logan@education.ky.gov

A student who:

1a graduated or received a certificate of completion (based on IEP)	No	No	No
1b enrolled in an Adult Education program	Yes	Yes	Yes
1c received GED prior to October 1, 2008	No	No	No
2 only attended summer school in this school district (was not enrolled during the regular school year)	No	No	No
3 left school without diploma or other certification after passing age up to which the district was required to provide a free, public education	Yes	Yes	Yes
4 died	No	No	No
5 is gone; status unknown	Yes	Yes	Yes
6 moved to another district in this or some other state, not known to be in school	Yes	Yes	Yes
7 moved out of the United States, enrollment status not known	No	No	No
8 transferred, enrolled in			
another public school, a private school, or charter school	No	No	No
home school	No	No	No
early college (baccalaureate or associates' program)	No	No	No
enrolled in an adult education program and did not receive his/her GED prior to October 1, 2008	Yes	Yes	Yes
9 is in an institution that is NOT primarily academic (military, possibly Job Corps, corrections, etc.)			
offers a secondary education program	No	No	No
does NOT offer a secondary education program	Yes	Yes	Yes
10 is not in school, but known to be:			
planning to enroll late (e.g. extended family vacation, seasonal work)	No	No	No
ill, verified as legitimate	No	No	No
ill, NOT verified as legitimate	Yes	Yes	Yes
suffering long-term illness and NOT receiving education services (residential drug treatment, severe physical or mental illness)	No	No	No
suspended or expelled not receiving education services; term of suspension or expulsion NOT yet over	No	No	No
suspended or expelled; term of suspension or expulsion over	Yes	Yes	Yes
expelled, NO option to return	Yes	Yes	Yes
expelled, enrolled in another school and/or district	No	No	No
11 is in a nontraditional education setting, such as hospital/homebound instruction, residential special education, correctional institution, community or technical college:			
program administrated by agency considered a special school district or extension of a regular school district	No	No	No
program is off-campus offering of regular school district program NOT approved or administered by regular district; classified as adult education who did not receive a GED prior to October 1, 2008	Yes	Yes	Yes

Dropout Scenarios

For the 2009-2010 school year

Scenario:	Dropout?	Grade?	Year?
A 9th-grade student successfully completed the 2007-08 school year. The student returned to school for the 2008-09 school year on November 15, 2008. (The student was not enrolled prior to October 1, 2008 - summer dropout.)	Yes	10th	2008-09
A 9th-grade student successfully completed the 2007-08 school year. The student enrolled for the 2008-09 school year prior to October 1, 2008.	No	N/A	N/A
An 11th-grade student is enrolled during the 2008-09 school year. The student withdrew on April 15, 2009. The student enrolls in school prior to October 1, 2009.	No	N/A	N/A
A 10th-grade student is enrolled during the 2008-09 school year. The student withdrew on March 1, 2009. The student did not reenroll by October 1, 2009.	Yes	10th	2008-09
An 11th-grade student withdrew on December 15, 2008. The student received a GED certificate prior to October 1, 2009.	No	N/A	N/A
An 11th-grade student withdrew on April 30, 2009. The student received a GED certificate on October 2, 2009.	Yes*	11th	2008-09

A dropout must obtain a GED by October 1 of the following academic year to no longer be considered a dropout.

STUDENT DROPOUT QUESTIONNAIRE

Applicable Statutes and Regulations:

KRS 158.6455	Assessment and Accountability
KRS 159.010	Parent or custodian to send child to school; age limits for compulsory attendance; notification and counseling prior to withdrawal
KRS 159.140	Duties of director of pupil personnel
702 KAR 7:125	Pupil Attendance

The Student Dropout Questionnaire must be completed by students enrolled in grades 7 through 12 who drop out in order to determine the reason for leaving, in accordance with KRS 159.140. This questionnaire should be retained in the student's permanent file.

A questionnaire should be completed for students in grades 7 through 12 who withdraw using a W24 or W25 code.

Information must be complete and accurate. The information from these questionnaires must be aggregated for reporting to the local board of education and the Kentucky Department of Education.

For students who cannot be reached or will not complete the dropout questionnaire, the school should complete the questionnaire to the best of its ability.

Questions concerning the Student Dropout Questionnaire may be directed to:

Tracy Browning or Jeffrey Coulter
Division of Data Management
15th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-3846

tracy.browning@education.ky.gov or jeffrey.coulter@education.ky.gov



Kentucky Department of Education

Student Dropout Questionnaire

In accordance with KRS 159.140 and 702 KAR

7:125

District: _____

School: _____

Student Name: _____

Withdrawal date: ____/____/____

Grade Level: _____

Age: Under 16 ☐ 16 ☐ 17 ☐ 18 or over ☐

What is the *primary* reason the student is withdrawing from school? (check one)

Course selection <input type="checkbox"/>	Employment <input type="checkbox"/>	Expulsion <input type="checkbox"/>
Student/teacher conflict <input type="checkbox"/>	Marriage <input type="checkbox"/>	Family Problems <input type="checkbox"/>
Failing classes <input type="checkbox"/>	Pregnancy <input type="checkbox"/>	Boredom <input type="checkbox"/>
Illness <input type="checkbox"/>	Withdrawal without substantiated enrollment <input type="checkbox"/>	

Was the student in an alternative setting prior to withdrawal from school? Yes ☐ No ☐

If no, was an alternative setting available? Yes ☐ No ☐

Had the student received individual counseling prior to this meeting? Yes ☐ No ☐

Was the student involved in school sponsored extracurricular activities? Yes ☐ No ☐

Does the student have an educational disability requiring an IEP? Yes ☐ No ☐

Has the student received any remediation services in the past three (3) years? Yes ☐ No ☐

What is the average number of days the student was absent over the past three (3) years? _____

Has the student *ever* been suspended? Yes ☐ No ☐ If yes, how many times? _____

Has the student *ever* been expelled? Yes ☐ No ☐ If yes, how many times? _____

Is the student eligible for the free/reduced lunch program? Yes ☐ No ☐

Does the student plan to earn a GED? Yes ☐ No ☐

Optional: What is the highest level of education completed by either parent/guardian? (check one)
Elementary ☐ Middle School ☐ High School ☐ College ☐ Graduate School ☐

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____
(if student under 18 years of age)

Guidance Counselor Signature: _____ Date: _____

KRS 159.010(4) COMPLIANCE:

Three (3) month follow-up:

Method of contact:

Letter (Level I) ☐

Phone call (Level II) ☐

Home visit (Level III) ☐

Contact Successful ☐

Contact Unsuccessful ☐

Employment status:

Employed full-time ☐

Employed part-time ☐

Unemployed ☐

Unknown ☐

Education status:

Working on GED ☐

Earned GED ☐

Enrolled in another school ☐

Unknown ☐

Did the student return to school following this contact?

Yes ☐ No ☐

Final contact (prior to start of next school year):

Not applicable: Student returned to school ____/____/____

Method of contact:

Letter (Level I) ☐

Phone call (Level II) ☐

Home visit (Level III) ☐

Employment status:

Employed full-time ☐

Employed part-time ☐

Unemployed ☐

Unknown ☐

Education status:

Working on GED ☐

Earned GED ☐

Enrolled in another school ☐

Unknown ☐

Reading level from the three (3) most recent norm referenced assessments:

Student Score: _____

Student Grade: _____

Student Age: _____

CONTRACT FOR NONRESIDENT PUPILS

Applicable Statutes and Regulations:

Eligibility of districts for participation in fund to support education excellence in Kentucky

Nonresident pupils; tuition

702 KAR 7:125(14) Pupil Attendance

KRS 157.350(4) Includes no nonresident pupils in its average daily attendance, except as follows.

704 KAR 7:090 Homeless Children Education Program

Contracts for Nonresident Pupils were to be submitted to the Department of Education prior to February 1, 2009, for nonresident students attending during the 2009-10 school year. The specific names covered by the 2009-10 contract must be submitted to the Kentucky Department of Education by November 1, 2009. Nonresident contract and student lists should be mailed to the Office of District Support Services, 15th Floor, 500 Mero Street, Frankfort KY 40601. A school district that has entered a contract subject to restrictions of the local board of education **must** attach a copy of the local board policy pertaining to nonresident students. During the 2005 General Assembly session, legislation was passed that allows districts to sign multi-year contracts.

A local school district **shall not** include any nonresident pupils in its average daily attendance except by written agreement with the Kentucky school district of the pupil's residence. A local school district **shall not** include any out-of-state students in its average daily attendance. It is recommended that the local board of education adopt a tuition policy to address nonresident students including residents of other Kentucky districts for whom there is not a contract, and all out-of-state students.

The number of nonresident, non-contract students (in and out-of-state) and total aggregate days attendance must be reported as an adjustment on both the Growth Factor Report and the Superintendent's Annual Attendance Report (SAAR). The aggregate days attendance for these students is *deducted* prior to the calculation of district ADA.

AMENDMENT TO CONTRACT FOR NONRESIDENT PUPILS

Amendments to the Contract for Nonresident Pupils for the current year must be submitted to the Department of Education prior to June 30. Amendments to contracts should include a complete list of student enrollments and withdrawals for the year along with the dates of enrollment and withdrawal.

Please note that Nonresident Contracts are not applicable for students in the Homeless Children Education Program.

NONRESIDENT PUPIL CONTRACT APPEAL PROCESS

KRS 157.350 - Eligibility of districts for participation in fund to support education excellence in Kentucky.

The nonresident pupil contract appeal process is stated in KRS 157.350(4):

- (a) Pupils listed under a written agreement, which may be for multiple years, with the district of the pupils' legal residence. If an agreement cannot be reached, either board may appeal to the commissioner for settlement of the dispute.
- (b) The commissioner shall have thirty (30) days to resolve the dispute. Either board may appeal the commissioner's decision to the Kentucky Board of Education.
- (c) The commissioner and the Kentucky Board of Education shall consider the factors affecting the districts, including but not limited to academic performance and the impact on programs, school facilities, transportation, and staffing of the districts.
- (d) The Kentucky Board of Education shall have sixty (60) days to approve or amend the decision of the commissioner.

This subsection does not apply to those pupils enrolled in an approved class conducted in a hospital and pupils who have been expelled for behavioral reasons who shall be counted in average daily attendance.

**KENTUCKY DEPARTMENT OF EDUCATION
CONTRACT FOR NONRESIDENT PUPILS
____ - ____ School Year**

Instructions:

1. Contracts are required by KRS 157.350, which reads in part: "Each district which meets the following requirements shall be eligible to share in the distribution of funds from the fund to Support Education Excellence in Kentucky..(4) Includes no nonresident pupils in its average daily attendance, except by written agreement with the district of the pupils legal residence..."
2. This contract is to be made in triplicate. One copy is to be filed with the Kentucky Department of Education, together with the attendance report for the first two (2) months of the school term. Each district is to keep a signed copy on file.
3. The board of education of the district where the pupils attend school agrees to make attendance reports at the close of the first two (2) months and at the close of the school term. These reports shall be delivered to the board of education where the pupils legally reside and shall agree with the terms of this contract.
4. The board of education of the district of residence and the board of education of the district providing instruction agree that all contractual terms, supplemental agreements, and other conditions governing this exchange of students are herewith fully disclosed. Copies of all such contracts, agreements, and conditions are attached and made part of this contract for nonresident pupils.
5. Do either parents or either board of education pay tuition for nonresident children? ?YES, ? NO. If "YES", attach a statement disclosing the tuition rate, to whom it is paid and the payment terms.
6. Contract may be written to read "any", "all", or a specific number, subject to restrictions of the local board of education (attach copy of local board policy).

I The board of education of the _____ school district (district of legal residence of pupils) enters into a contract with the board of education of the _____ school district (district where the pupils attend) to educate _____ (list on back of contract or attach list). This contract further provides that the average daily attendance of the pupil(s) is to be counted in the district where the pupil(s) attend school.

II The board of education of the _____ school district is to receive transportation credit for _____ pupils reported in Part I, such credit to be calculated in accordance with KRS 157.370.

This contract must be executed below by the board of education where the pupils legally reside:

_____, Chairman	_____, School District
_____, Secretary	_____, Date

This contract must be executed below by the board of education where the pupils will be educated:

_____, Chairman	_____, School District
_____, Secretary	_____, Date

HOME AND HOSPITAL PROGRAM

Applicable Statutes and Regulations:

KRS 157.270	Instruction in child's home or hospital
KRS 157.360	Base funding level adjustment; adjustment; enforcement of maximum class sizes; allotment of program funds
KRS 159.030	Exemptions from compulsory attendance
704 KAR 7:120	Home/Hospital Instruction

Under the provisions of KRS 159.030(2) and 704 KAR 7:120, students who are unable to attend school due to illness or injury may continue their school services through the provision of instruction in a home or hospital setting. Home/Hospital instruction is intended to be short-term instruction in the home or other designated site for a student who is temporarily unable to attend school. According to state regulations, two one-hour visits by the home instruction teacher each week will be equivalent to five days of school attendance (ADA). Home instruction is not designed to take the place of a more appropriate school service.

Districts have the option of using school numbers 998 (elementary) and 999 (secondary) or the Home/Hospital attendance group to report attendance for students receiving Home/Hospital services.

Daily instructional time provided by teachers is to be recorded on the home and hospital form provided by the Division of Exceptional Children Services. School months must be clearly indicated on the form. Instructional time equivalents from this form must be reflected in the attendance recorded on the Register Report for the students receiving Home/Hospital services.

Home and hospital students are funded an additional amount equal to the guaranteed base funding level less capital outlay (\$100). The home and hospital add-on for the SEEK funding formula is calculated from the end-of-year home and hospital ADA reported on the Superintendent's Annual Attendance Report.

Districts must comply with all applicable statutes and regulations governing operation of a home and hospital program.

Questions concerning Home/Hospital Services provided through an IEP

Artye Dulaney
Division of Exceptional Children Services
8th Floor, 500 Mero Street
Frankfort Kentucky 40601
(502) 564-4970, ext. 4011 or (502) 897-1583
artye.dulaney@education.ky.gov

Questions concerning Home/Hospital Attendance Regulation and Compliance

Tracy Browning or Jeffrey Coulter
Division of Financial Data Management
15th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-3846
tracy.browning@education.ky.gov
jeffrey.coulter@education.ky.gov

Application for Home/Hospital Instruction

(please type or print neatly)

Parent/Student Information

Section I

To be completed by the parent (s) /guardian (s) prior to full completion by the licensed medical or mental health professional.

School District _____ School _____ Grade _____

County of Residence _____ Last Date Attended _____

Special Education Student _____ Yes _____ No

Name of Student _____ Date of Birth _____

Address of Student _____ Zip Code _____

Sex _____ Race _____ Social Security # _____ Telephone # _____

Full Name of Father/Guardian _____ Work Phone _____

Full Name of Mother/Guardian _____ Work Phone _____

List any Special Education Programs in which your son or daughter may be enrolled:

Directions to Student's Home

Pursuant to KRS 159.030, Section (2), before granting an exemption under paragraph (d) of subsection (1) of this section, the board of education shall require satisfactory evidence, in the form of a signed statement of a licensed physician, advanced registered nurse practitioner, psychologist, psychiatrist, chiropractor or public health officer, that the condition of the child prevents or renders inadvisable attendance at school or application to study. On the basis of such evidence the board may exempt the child from compulsory attendance. Eligibility for home/hospital instruction for students with disabilities shall be determined by the Admissions and Release Committee (ARC) in accordance with their Individual Education Program (IEP), with the services to be in the least restrictive environment. In lieu of this application, the ARC chairperson shall provide written notice of this eligibility to the local Director of Pupil Personnel (DPP) for purposes of program enrollment.

Any child who is excused from school attendance more than six (6) months must have two (2) signed statements from two different local health personnel which can be a combination of the following professional persons: a licensed physician, advanced registered nurse practitioner, psychologist, psychiatrist, chiropractor and health officer. If a medical professional certifies that a student has a chronic physical condition unlikely to substantially improve within one (1) year, then the one signed statement is sufficient for services that extend beyond six (6) months. This exception does not apply to students with mental health conditions.

Exemptions of all children under the provisions of subsection (1) (d) of this section must be reviewed annually with the evidence required being updated, except that children with disabilities certified by a medical professional to have a chronic physical condition unlikely to substantially improve within three (3) years may continue to be eligible for home/hospital instruction services, based on the admissions and release committee's (ARC) annual review of documentation to determine if updated evidence is required. Updated documentation of evidence of need for home/hospital services for children with chronic physical conditions shall be provided as requested by the ARC, or at least every three (3) years.

Pursuant to 704 KAR 7:120, the condition of pregnancy is not to be considered a physical or health impairment in and of itself, and the nature and extent of any complication shall be delineated prior to consideration of home/hospital instruction for this condition.

RELEASE OF INFORMATION

I understand that the Home/Hospital Review Committee may request a review of the information provided on these forms by local health personnel. I hereby authorize this committee to have access to pertinent information regarding this request.

Parent/Guardian Signature

Date
50 of 89

Application for Home/Hospital Instruction

Professional Statement

Section II

This section is to be filled out by the authorized medical or mental health professional.

It shall be determined that a child or youth is to be provided home/hospital instruction if the condition of the child or youth prevents or renders inadvisable attendance at school as verified by signed professional statement in accordance with KRS 159.030 (2) and 704 KAR 7:120.

Please Note: Home Instruction (homebound) is short-term instruction provided in a home or other designated site for a student who is temporarily unable to attend school. According to state guidelines, two hours of home instruction each week is the equivalent to one full week of school attendance. Home instruction is not designed to take the place of a more appropriate school placement.

Name of Student _____

Please check one of the following:

_____ The student can attend school without any type of modifications or special provisions.

Comments: _____

_____ The student can attend school only with modifications or special provisions.

Describe Modifications Needed

_____ The student is unable to attend school at this time due to health concerns, and I do support Home/Hospital instruction (If checked, please complete the rest of this section).

_____ I do / _____ do not support home/hospital instruction for this student. If you do not support home/hospital instruction at this time, please state your concerns and/or recommendations: _____

If you do support home/hospital instruction at this time, please fill out the rest of Section II

Diagnosis _____ Prognosis Good _____ Fair _____ Poor _____

Specific reason (s) why the student is unable to attend school at this time:

How long have you been seeing the patient for the diagnosis listed?

Approximate length of time student will need Home/Hospital Instruction

Please summarize test and all other data collected that supports the need for Home/Hospital Instruction at this time.

What is the treatment plan for the patient?

What is the expected duration of treatment?

_____ Check here if this student has a chronic physical condition that is unlikely to substantially improve within one year.

What ancillary services are involved in treatment?

List consultants/specialist to whom this student has been referred.

Name	Specialty	Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

Will you be following the patient? _____ Yes _____ No If not, who will?

Name: _____ Phone Number: _____

Address:

Anticipated date of student's return to school:

What are your recommendations to assist this student in his/her return to school?

Remarks/Comments:

_____	_____	_____
Signature of Licensed Professional	Title	Date

Please Print or Type Name of Professional:

Office Address _____	Phone Number _____
_____	Fax Number _____

Application for Home/Hospital Instruction

Home/Hospital Review Committee

Section III

This section is to be completed by the Home/Hospital Review Committee.

Name of Student _____

Date Application Received: _____ Approved _____ Denied _____ Incomplete _____

If approved, date services will be from _____ until _____
(Review Date)

If eligibility for services denied, reason for denial

If incomplete application, type of additional information requested

Date of Request _____ Person Contacted _____

Signatures of Committee Members:

Director of Pupil Personnel _____
Date _____

Home/Hospital Services Teacher
or Program Director _____
Date _____

Local Medical or
Mental Health Personnel _____
Date _____

Comments:

Home/Hospital Program Form 2009-2010

District: _____

Student: _____

Grade: _____

Date of Birth: _____ / _____ / _____

School Name: _____

Reason for Admission:

Year Beginning: _____, 20_____

_____ Medical _____ Mental Health _____ Complications from Pregnancy

Year Ending: _____, 20_____

If admission is based on mental health reasons, was the student served in the:

_____ Home _____ Hospital _____ Both

Teacher name: _____

IEP on file: _____ Yes _____ No

Record of Instruction in Minutes																																
MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL MINUTES
AUGUST																																
SEPTEMBER																																
OCTOBER																																
NOVEMBER																																
DECEMBER																																
JANUARY																																
FEBRUARY																																
MARCH																																
APRIL																																
MAY																																
JUNE																																
JULY																																

Instructions:

- Fill in all blanks
- Reason for Program Admission must be completed

Send form to:

Kentucky Department of Education
Office of District Support Services
Capital Plaza Tower, 15th Floor
500 Mero Street
Frankfort, KY 40601

Teacher signature: _____

If more than one teacher provides instruction, they must sign below.

Teacher name (please print): _____

Teacher signature: _____

Dates of instruction: _____

Teacher name (please print): _____

Teacher signature: _____

Dates of instruction: _____

CALCULATION OF ATTENDANCE STATISTICS

Applicable Statutes and Regulations:

KRS 157.320(1)(15)	Definitions for KRS 157.310 to 157.440
KRS 157.350	Eligibility of districts for participation in fund to support education excellence in Kentucky
702 KAR 7:125	Pupil Attendance

Aggregate Days Attended Total Days Attended by All Students

Average Daily Attendance =
$$\frac{\text{Aggregate Days Attendance}}{\text{Number of Days Taught}}$$

Adjusted Average Daily Attendance =
$$\frac{\text{Adjusted Aggregate Days Attendance}^*}{\text{Number of Days Taught} - 5(\text{Low Attendance Days})}$$

Average Daily Membership =
$$\frac{\text{Aggregate Days Attendance} + \text{Aggregate Day Absence}}{\text{Number of Days Taught}}$$

Enrollment =
$$E1 + E2 + E3$$

Membership =
$$(E's + R's - Ws) \text{ Or}$$

$$(\text{Males} + \text{Females}) \text{ Or}$$

$$(\text{Ethnic Count Males} + \text{Ethnic Count Females})$$

Percentage of Attendance =
$$\frac{\text{Aggregate Days Attendance}}{\text{Aggregate Days Attendance} + \text{Aggregate Days Absence}}$$

Daily Rate of SEEK Funding Per Pupil =
$$\frac{\text{Total Adjusted SEEK Per Pupil}^{**}}{\text{Days Taught Per Year}}$$

*Aggregate days attendance, minus over/underage days, minus partial-day nonattendance, minus nonresident days, minus low attendance days, minus current-year weather days aggregates, plus suspensions, plus expulsions -minus ½ EL adjusted days plus prior year ADA (for number of weather days used)

**Total Adjusted SEEK Per Pupil from the Calculation for the Final Allotment of the Fund to Support Education Excellence in Kentucky

GROWTH FACTOR REPORT

Applicable Statutes and Regulations:

KRS 157.360(8)	Base funding level; adjustment; enforcement of maximum class sizes; allotment of program funds
KRS 157.360 (15)	Mid-year Growth Adjustment
KRS 157.370	Transportation Funding
KRS 159.140	Duties of director of pupil personnel
702 KAR 7:125	Pupil Attendance
702 KAR 5:020	Pupil Transportation

The Growth Factor Report includes the following information for the first two school months: aggregate days attendance and absence; race and gender count; adjustments for less than full-time attendance (Partial Day); nonresident/non-contract students; and overage and underage students. All information is reported by school, grade level and by transportation code. The Growth Factor Report is due to KDE ten days after the last day of the second month, but not later than November 1 of each school year.

KRS 157.360 (8) states that “Program funding shall be increased when the average daily attendance in any district for the first two months of the current school year is greater than the average daily attendance of the first two months of the previous school year.” The percent of growth is multiplied by the previous school year’s end-of-year ADA to determine the additional ADA funding a district will receive.

If a district does not incur any growth or shows a loss in ADA, there is no deduction of program funding to the district.

In addition to the second month Growth Factor adjustment, HB 408 as passed by the 2009 General Assembly makes provisions in KRS 157.360 (15) for a district to request an additional adjustment in funding based on mid-year growth. At this time, the mid-year Growth Report is optional, and districts should review the monthly SAAR for growth trends.

KRS 157.370 (3) provides for an adjustment in transportation funding for current-year increases in transported students. The number of transported students (T1s + T5s) for the first two months of the current year is compared to the number of transported students (T1s + T5s) reported on the previous school year’s Growth Factor Report. The percent of increase is multiplied by the tentative transportation calculation to determine the amount of transportation funding increase for a district. A district that shows a loss or no increase in T1s and T5s will not incur a reduction in funding.

Directions For Submitting Electronic Growth Factor Report:

The Growth Factor File (GF999.10)* is submitted via the Internet. The file will be generated from the student information system, and the format is the state format (fixed width). Go to <http://odss.education.ky.gov/growthfactor/> and follow the instructions for submission.

***999 = your district’s number**

SUPERINTENDENT'S ANNUAL ATTENDANCE REPORT

Applicable Statutes and Regulations:

KRS 157.360 Base funding level; adjustment; enforcement of maximum class size; allotment of program funds

KRS 159.140 Duties of Director of Pupil Personnel

702 KAR 7:125 Pupil Attendance

The Superintendent's Annual Attendance Report (SAAR) shall be electronically submitted to KDE prior to June 30 (see instructions below). Care should be taken to audit all data compiled that produces the SAAR. Entry/Withdrawal codes should balance; for example, R1/W1; R2/W2. The SAAR contains the following information:

- **School Calendar Summary**
- **Aggregate Days Attendance and Absence**
- **Entries/Re-Entries/Withdrawals**
- **Race and Gender Breakdown**
- Eligible Suspensions, Eligible Expulsions, VHS/Performance Based Proficient
- **Over and Underage Students**
- **Nonresident, Non-Contract Students**
- **Low Attendance Days (five)**
- **Weather- Related Low Attendance days (one to ten)**

The Superintendent's Annual Attendance Report provides year-end attendance information for the district that is used to calculate the district's enrollment, membership, average daily membership (ADM) and percent of attendance. This information is reported by school, grade and transportation code. Information from this report is used in the calculation of the district's adjusted average daily attendance (AADA).

The SEEK funding formula provides the local school district an amount equal to the base funding level for each pupil in adjusted average daily attendance the previous year. The district's base funding level is then adjusted for the number of at-risk students (those approved for free school meals); the number and types of exceptional children in the district; Home/Hospital and transportation costs. The tentative base funding level for 2009-10 school year is \$3,909.

Directions For Submitting Electronic Superintendent's Annual Attendance Report

The Superintendent's Annual Attendance Report File (SAAR999.10 *) is submitted via the Internet. Go to <http://odss.education.ky.gov/saar/Default.aspx> and follow the directions.

*999=your district's number

Questions concerning Growth Factor Report and SAAR may be directed to:

Leigh Ann Welch
Division of District Operations
15th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-5279, ext. 4445

leigh.welch@education.ky.gov

Summary Attendance Report 2009-10 School Year

000	Sample County															
		A	B	C	D			E	F	G	H	I	J	K	L	M
Sch No.	School	Reported Entry	Reported P-12	Total Before Adjustments	Total Adjustments	Last Year AADA	Weather Day	Weather Substituted	Adjusted Report	AADA	ADM	Enroll	Member	H/H percent ADA	% of Attn	No. Of Days
021	Sample Alternative School	0.0	5,577.0	5,577.00	-484.5			333.46	5,092.5	33.085	42.8	33.0	44.0	77.34		169
050	Best Elementary	10,597.4	62,089.7	67,388.40	-5,619.65			4,029.44	61,768.75	401.208	460.0	469.0	451.0	93.50		169
060	Sample County High School	0.0	97,918.7	97,918.70	-7,809.9			5,854.98	90,108.8	585.145	644.5	667.0	637.0	89.89		169
070	Sample County Middle School	0.0	93,522.3	93,522.30	-7,758.3			5,592.10	85,764.0	557.049	594.2	625.0	594.0	93.13		169
090	Better Elementary School	5,379.0	31,442.8	34,132.30	-2,905.4			2,040.91	31,226.9	204.097	231.5	235.0	238.0	94.70		168
220	Good Elementary School	11,022.5	62,622.5	68,133.75	-5,763.2			4,074.02	62,370.55	430.205	464.2	481.0	459.0	93.88		169
	District Total	26,998.9	353,173.0	366,672.45	30,340.85	2,192.50	10	21,924.91	336,331.6	2,210.789	2,437.2	2,510.0	2,423.0	92.34		

A – Aggregate days reported for Kindergarten students

B -- Aggregate days reported for 1st through 12th grade (includes students in self contained classrooms)

C – ½A plus B

D – Adjustments calculated from Attendance Adjustment Report

Last Year AADA – AADA for the district for the previous school year

Weather days – Number of low attendance weather days claimed

E – Aggregate days substituted for the low weather days. (Last Year's AADA * Weather Days) prorated based on Total before Adjustments

F – (C – D + E)

G – F / M - 5

The following columns (H-M) cannot be calculated with just the information shown. Additional data is required to complete these calculations.

H – ((Aggregate Days Attended + Aggregate Days Absent) / Number of Days Taught). This calculation uses the unadjusted data. Therefore the number of days taught is the number reported in column M.

I – Total Enrollees (E1s + E2s + E3s)

J – (All Es + All Rs – All Ws)

K – Home/Hospital Average Daily Attendance

L - (Aggregate Days Attended / (Aggregate Days Attended + Aggregate Days Absent)) Note : % of attendance is before adjustments

M - Number of Days Taught as reported on the SAAR

Attendance Adjustment Report

000	Sample County											
		A	B	C	D	E	F	G	H	I	J	K
Sch No.	School	EL Low 5	P-12 Low 5	EL Low Weather	P-12 Low Weather	EL Non Contr	P-12 Non Contr	EL Over Under	P-12 Over Under	EL IC Adjust ment	P-12 Adjust ment	Weather Sub
021	Sample Alternative School	0.0	158.5	0.0	326.0	0.0	0.0	0.0	0.0	0.0	0.0	333.5
050	Best Elementary	280.5	1,680.4	590.4	3,503.8	0.0	0.0	0.0	0.0	0.0	0.0	4,029.4
060	Sample County High School	0.0	2,680.7	0.0	5,609.2	0.0	0.0	0.0	0.0	0.0	480.0	5,855.0
070	Sample County Middle School	0.0	2,535.4	0.0	5,262.9	0.0	0.0	0.0	0.0	0.0	40.0	5,592.1
090	Better Elementary School	147.0	893.0	305.0	1,786.4	0.0	0.0	0.0	0.0	0.0	0.0	2,040.9
220	Good Elementary School	298.0	1,699.9	630.0	3,599.3	0.0	0.0	0.0	0.0	0.0	0.0	4,074.0
	District Total	725.5	9,647.9	1,525.4	20,087.6	0.0	0.0	0.0	0.0	0.0	520.0	21,924.9

Adjustment Calculation

Entry Level Reduction = (A + C + E + G) * .5

P-12 Reduction = (B + D + F + H)

Entry Level Add On = (I + K) * .5

P-12 Add On = (J)

(EL Add On + P-12 Add On) – (EL Reduction + P-12 Reduction) = Total Adjustments

NOTE: IC Adjustment = Virtual High School Proficient, Performance Based Proficient, Eligible Suspensions, Eligible Expulsions

OVERAGE AND UNDERAGE STUDENTS (Adjustments)

Applicable Statutes and Regulations:

KRS 158.030	"Common school" and "primary school program" defined; who may attend
KRS 158.100	Programs required to be provided by school district; additional programs permitted
702 KAR 7:125	Pupil Attendance
704 KAR 5:060	Child enrolled in Primary Program

Underage

Any child who is five years of age, on or before October 1, may enter the primary school program. Any child that enrolls in the entry level of the primary program and remains enrolled for two months is irrevocably enrolled. If a local school district enrolls an underage child in the entry level of the primary program, total aggregate days attendance for the child must be submitted as **an adjustment (deduction) on the Growth Factor Report and Superintendent's Annual Attendance Report.**

Example: **A child enrolled in the Entry Level (P1) of the primary program during the school year who becomes five years old on or after October 2 is underage. Assuming the child attended 163 days from his/her date of enrollment, 163 aggregate days attendance must be submitted as an adjustment (deduction) of ADA.**

Any child who is six years of age, on or before October 1, may enter the second level (P2) of the primary school program. If a local school district enrolls an underage child in the primary program, the total aggregate days attendance for the child must be submitted as an adjustment (deduction) on the Growth Factor Report and Superintendent's Annual Attendance Report except under the following condition:

The local board of education shall have determined that the student is eligible for enrollment into the second level of the primary program after academic, social, and developmental progress records from multiple data sources are reviewed by a team and determined to support accelerated placement.

Example: **A child enrolled in the P2 Level of the primary program during the school year who becomes six years old on or after October 2 is underage for the P2 level. Assuming the child attended 172 days from his/her date of enrollment, 172 aggregate days attendance must be submitted as an adjustment (deduction) of ADA. This child will not be eligible for full ADA funding until he/she reaches the P3 level.**

Overage

Local school districts are required to provide educational services for all children until they reach 21 years of age. The aggregate days attendance from the date of the students' 21st birthday forward, must be submitted as an adjustment (deduction) on the Growth Factor Report and Superintendent's Annual Attendance Report.

Example: **An enrolled student turns 21 on May 20. Assuming the last day for students is May 24, five aggregate days attendance must be submitted as an adjustment (deduction) of ADA on the Superintendent's Annual Attendance Report.**

Exception:

OAG 82-44 references Article 4, Section 1 of the United States Constitution, which provides "full faith and credit shall be given in each state to the public acts, records and judicial proceedings in every other state..." Therefore, underage students previously enrolled in a **public school** in a state that allows enrollment at an age younger than Kentucky shall be enrolled, and their aggregate days attendance will **not** be adjusted from ADA.

PARTIAL DAY (Adjustment)

Applicable Statutes and Regulations:

KRS 158.060 School month and school day

702 KAR 7:125 Pupil Attendance

A student who has an approved day pattern that is shorter than the regularly scheduled school day is said to have a *partial day*.

Also, a local board of education arrangement in which a pupil pursues part of his/her education under the direction and control of one public school and part of his/her education under the direction and control of another public or nonpublic school is said to have a *partial day* at each school attending.

Students who attend a public school for only part of the day are entered in the Student Information System in the “Partial Day” Attendance Group. Each of these students is given a day pattern that accurately reflects their actual day. Every student, regardless of their day pattern, represents an aggregate of one for each instructional day. An adjustment is necessary to reflect the portion of the day the student was actually in attendance. That aggregate amount of time the student is not in attendance is **adjusted out of the Growth Factor and Superintendent’s Annual Attendance Reports.**

NONRESIDENT- NONCONTRACT STUDENTS (Adjustment)

Applicable Statutes and Regulations:

KRS 157.350(4) Eligibility of districts for participation in fund to support education excellence in Kentucky

KRS 158.120 Nonresident pupils; tuition

702 KAR 7:125 Pupil Attendance

Total aggregate days attendance for all nonresident students for whom there is not a written agreement with the district of the student's legal residence and total aggregate days attendance for all out-of-state students must be submitted as an **adjustment on the Growth Factor Report and Superintendent's Annual Attendance Report.**

Example: A child lives in County A, but is enrolled in school in County B. County A and County B do not have a reciprocal agreement. Assuming the child attended 162 days out of 175 days, 162 aggregate days attendance must be submitted as an adjustment (deduction) to County B’s average daily attendance.

All aggregate days attendance accrued by out-of-state students must be a deduction on the Growth Factor and Superintendent’s Annual Attendance Reports, because a district is not allowed to sign a nonresident contract with another state.

LOW ATTENDANCE DAYS (Adjustment)

Applicable Statutes and Regulations:

KRS 157.320(1) Definitions for KRS 157.310 to 157.440

702 KAR 7:125 Pupil Attendance

The aggregate days attendance for the five lowest attendance days district-wide, when all schools are in session, are submitted to the Department of Education as an **adjustment on the Superintendent's Annual Attendance Report (SAAR)**. This information is used to reduce both the total aggregate days attendance and the number of days taught prior to the calculation of the districts average daily attendance (ADA).

WEATHER-RELATED LOW ATTENDANCE DAYS (Adjustment)

Applicable Statutes and Regulations:

KRS 157.320(1)(17) Definitions for KRS 157.310 to 157.440

702 KAR 7:125 Pupil Attendance

After the five lowest attendance days have been deducted, the district may request an adjustment for up to ten additional days when attendance was low district-wide due to weather-related conditions **and all schools were in session**. Submittal of this information on the **Superintendent's Annual Attendance Report is considered the district's request for consideration**.

These are days when attendance was low due to weather-related conditions. The district average daily attendance on these dates must be lower than the prior-year average daily attendance in order to be submitted and considered.

The aggregate attendance for each day is deducted and replaced with prior year average daily attendance (ADA) prior to calculating the district's ADA. The district must keep documentation in the central office supporting that attendance on the specified dates was low due to weather-related conditions.

SUSPENSIONS (Adjustment)

Applicable Statutes and Regulations:

KRS 157.320(1)(a)	Definitions for KRS 157.310 to 157.440
702 KAR 7:125	Pupil Attendance

In accordance with 702 KAR 7:125, suspensions are coded on the Record of Daily Attendance with an “S.” Suspensions are considered unexcused absences in accordance with 702 KAR 7:125.

The local school district may receive funding for up to ten days for a child who has been suspended. For example, if a student was suspended a total of three days during the school year, three days are eligible for funding. If a student was suspended a total of 14 days during the school year, ten days are eligible for funding.

The aggregate days suspended and eligible days suspended are submitted to the Department of Education. This information is **used to adjust the total aggregate days attendance submitted on the Superintendent’s Annual Attendance Report (SAAR)** prior to the calculation of the district’s average daily attendance (ADA).

EXPULSIONS (Adjustment)

Applicable Statutes and Regulations:

KRS 157.320(1)(b)	Definitions for KRS 157.310 to 157.440
KRS 158.150	Suspension or expulsion of pupils
702 KAR 7:125	Pupil Attendance

Expelled students must be properly recorded in order for the district to receive funding for expelled days. The beginning and ending date of the expulsion are indicated when the student’s disposition is entered in the Student Information System. The local school district may receive funding for up to 177 days that a student is expelled.

The aggregate days attendance and absence during the expulsion period are submitted to the Department of Education. This information is used to **adjust the total aggregate days attendance submitted on the Superintendent’s Annual Attendance Report (SAAR)** prior to the calculation of the districts average daily attendance (ADA).

ATTENDANCE AUDITS

Applicable Statutes and Regulations:

KRS 157.320 (1)(17)	Definition for KRS 157.310 to 157.440
KRS 159.170	Withdrawals and transfers; teachers to investigate and report
702 KAR 7:125	Pupil Attendance

The purpose of the attendance audit is to ensure district compliance with current statutes and regulations. Average daily attendance (ADA) is the basis of the SEEK funding program, KETS offers of assistance and other programs. It is therefore imperative that districts maintain accurate records and develop procedures and policies in accordance with current statutes and regulations.

The auditor reviews areas of student attendance at both the school and central office levels. Current and prior year information must be available for review. Audit procedures are briefly discussed below and may be modified at any time.

Local school districts are encouraged to conduct regular, monthly self-audits to ensure attendance procedures are in accordance with applicable statutes and regulations. Increased communication between the central office and the individual schools provides opportunity for attendance specific issues at the school level to be addressed in a timely manner.

CENTRAL OFFICE

Calendar

- Are schools' master schedules, as approved by the local board of education, available in the central office?

Reports

- Is a Continuous Census List, including the name, date of birth and sex of each child; name, nationality and post office address of each parent/guardian; school district where the child resides; and school district where the child is enrolled, available? (KDE recommends the Census Verification Report be maintained electronically on a CD.) [KRS 159.250]
- Do second-month and tenth-month aggregates agree with information submitted on the Growth Factor or Superintendent's Annual Attendance Report, respectively (most recent report to KDE)? (Discrepancies may occur due to rounding issue within the student information system. Discrepancies must be within a reasonable tolerance allowed by KDE.)
- Are any students in the district allowed to attend school less than full time?
- For students who are attending less than full time, have the aggregate days been properly calculated and submitted to KDE as an adjustment to ADA?

Expelled Students

- How are expelled students educated?
- Are expelled students included in assessment testing?

- If a student is expelled without services, is there language in the board minutes stating clear and convincing evidence that the student poses a threat and will not receive services?
- Are the appropriate SSP codes being used to record the incident?

Home and Hospital

- Do the teacher's Home and Hospital attendance forms agree with aggregate days attendance recorded on Record of Daily Attendance (Register Report)?
- Is all required information on file to verify a student's eligibility for home and hospital? [704 KAR 7:120]
- Are Home/Hospital forms complete with dates and all required signatures? [704 KAR 7:120]
- Is attendance properly recorded](two one-hour visits per five days attendance)? [KRS 157.270]
- Are students being properly assigned to school numbers 998 and 999 or to the Home/Hospital attendance group?

Nonresident Contracts

- Are Contracts for Nonresident Pupils and amendments on file for all nonresident students for whom ADA is being claimed? [KRS 157.350(4), 702 KAR 7:125]
- Are any out-of-state students enrolled in the district?
- Are there any other out-of-district students (Kentucky residents) enrolled in the district for whom there is no contract?
- Has the local board of education approved a tuition policy for non-contract students (in and out of state)? [KRS 158.120]
- Have the aggregate days attendance for nonresident non-contract students been submitted as an adjustment on reports filed with KDE? [702 KAR 7:125]

Over and Underage Students

- Are there any overage and underage students enrolled in the district? [KRS 158.030, KRS 158.100]
- Is documentation on file for underage students who were promoted because of accelerated placement? [702 KAR 7:125]
- Have the aggregate days attendance for over- and underage students been submitted as an adjustment on reports filed with KDE? [702 KAR 7:125]

Partial Day Students

- Has the local board of education approved Partial Day Attendance for its students?
- Are approved board minutes or IEPs on file for Partial Day students?
- Have the aggregate days attendance for the time students were not in attendance been submitted as an adjustment on reports filed with KDE? [702 KAR 7:125]

Low Attendance Days/Weather Days

- Did the district claim any weather days last year? [KRS 157.320]
- Is documentation on file to show that the district attendance on these days was due to weather? [KRS 157.320]

Alternative Programs

- Does the district operate an alternative program?
- Is attendance properly recorded?
- What are the calendars for these students?
- What are the ages of the students served?

Attendance Policy

- What is the district's attendance policy?
- What steps are taken to encourage regular attendance and limit truancy?
- What is the local board policy on excused and unexcused absences? [702 KAR 7:125]
- What is the local board policy on co-curricular instructional activities? [702 KAR 7:125]
- What is the local board policy for students participating in off-site virtual high school courses? [704 KAR 3:305]
- What is the local board policy for students participating in performance-based courses? [704 KAR 3:305]
- What is the local board policy for students participating in dual credit and dual enrollment courses? [KRS 164.098]

SCHOOL SITE

- Does the school employ a centralized attendance system? [KRS 161.200(2)]
- Has certified personnel been designated responsible for auditing, certifying and signing attendance documents for the school? [KRS 161.200 (2)]
- Is a schedule showing instructional and non-instructional time available? [702 KAR 7:125]
- Does the entry/exit log include date, student name, time in, time out, grade/homeroom and parent/guardian signature (for elementary student sign-outs; may substitute an electronic signature)? [KRS 369.109; 702 KAR 7:125]
- Is the entry/exit log (check-in/check-out) sheet being used correctly and consistently? [702 KAR 7:125]?
- Is the length of the instructional time provided in compliance with KRS 158.060(3), HB 406 and KRS 157.320(7) and approved by the local board of education being provided?
- Does the SIS day pattern(s) agree with the board-approved master schedule?
- Are entry/exit logs, absentee lists and other original source documents retained for the proper amount of time? [702 KAR 7:125]
- Are any students participating in Virtual High School classes?
- Is attendance properly recorded for students participating in Virtual High School classes?
- Are any students participating in Performance-Based classes?
- Is attendance properly recorded for students participating in Performance-Based classes?

Record of Daily Attendance

- Are all Records of Daily Attendance (Register Report) for the current month available at the school for examination?
- Are Records of Daily Attendance updated daily?
- Does attendance as recorded on Record of Daily Attendance agree with entry/exit sheets, absentee lists and teachers' attendance books?
- Are Records of Daily Attendance complete and clearly marked?

- Are student names, ID numbers and transportation codes apparent?
- Are holidays, professional development, planning and opening and closing days properly noted on Register Report?
- Are complete entry, re-entry and withdrawal codes indicated on the appropriate date(s) and origination and destination maintained in student's permanent file?
- Are documents verified and signed by certified staff?
- Is proper documentation available to verify student withdrawals? [702 KAR 7:125]
- Are Register Report and ADM and ADA Detail Report audited and verified at the end of each school month for accuracy?
- Does the attendance clerk enter actual times for arrival and departure of students arriving late or leaving early?
- Is documentation on file with proper approval for students taking EHO, AFD and AFR days?
- Are all students coded for transportation? (NT, T1, T2, T3, T4, T5)
- In what manner and how often are transportation codes verified?
- Do students coded T5 have a special transportation need stated in their IEPs?
- Is documentation on file for students who have been suspended or expelled?
- Are expelled and suspended being properly coded using SSP codes and S?

Teacher's Monthly Attendance Report

- Are totals on Teacher's Monthly Attendance Report (ADM and ADA Detail Report) in agreement with Register Report cumulative totals respectively?
- Are entry, re-entry and withdrawal codes and dates properly indicated?
- Are Register Report and ADM and ADA Detail Report audited for accuracy on a monthly basis and signed by a certified person who, by a signature, attests to their accuracy?

Attendance in State Vocational Schools

- Do any students attend a state vocational school part-time?
- Is attendance properly documented and provided to the public school district?
- Is the attendance for the time students are at the state facility properly recorded?

Partial Day Students

- Is attendance for these students properly recorded?
- Is a Day Pattern in place for this student?
- Is the student properly assigned to the Partial Day Attendance Group?

Exceptional Children

- Are all students listed as exceptional children eligible for that status?
- Are all students listed on the exceptional child count report exceptional children?

Questions concerning Attendance Audits may be directed to:

Tracy Browning or Jeffrey Coulter
Division of Financial Data Management
15th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-3846

tracy.browning@education.ky.gov or jeffrey.coulter@education.ky.gov

NCLB - ANNUAL YEARLY PROGRESS – CONSEQUENCES

Applicable Statutes and Regulations:

703 KAR 5:001	Assessment and Accountability definitions
703 KAR 5:020	The formula for determining school accountability
703 KAR 5:130	School district accountability

If a Title I school fails to make Annual Yearly Progress (AYP) in the *same content area for two consecutive years*, a series of consequences are outlined in the federal No Child Left Behind (NCLB) Act. Note that these consequences do *not* apply when a school misses its Annual Measurable Objectives (AMO) in reading one year (but makes mathematics) and misses its AMO in mathematics the next year (but makes reading). The AMO must be missed (i.e., by a statistically significant difference) in the same content area (for whatever reason) for two consecutive years for consequences to apply. *It is important to note that if a school does not meet the requirement of the Additional Academic Indicator at the elementary and middle school levels and/or graduation rate at the high school level, or does not test at least 95 percent of all enrolled students and each student population of sufficient size, the school is considered to have missed its AMO in both reading and mathematics.* If such a school misses its AMO in reading or mathematics the following year, the school will be considered as missing its AMO in the same content area for two consecutive years.

The following provides more detail regarding each consequence. (**Consequences only apply to Title I schools.**)

PARENT NOTIFICATION (Notification to parents in school identified for NCLB improvement)

- Explanation of what identification means and how school compares in terms of academic achievement to other schools.
- Reason(s) for school being identified for improvement.
- Explanation of what school and district are doing to address achievement problem.
- Explanation of how parents can become involved in addressing academic issues.
- Explanation of school choice.

SCHOOL CHOICE (Parents' option to transfer student)

- **The district must give all students in school identified as a NCLB Improvement School the opportunity to transfer to another public school in the district not identified as a NCLB Improvement School.**
- **There may be limited circumstances under which the option to transfer may not be possible. In the case where there is only one school at a particular grade level or where all schools at a grade level are identified for improvement, to the extent practical, the district must enter into cooperative agreements with other nearby school districts to permit transfers. If an agreement cannot be arranged, the district should include an explanation in the notification to parents of why choice is not available.**
- **The district pays for transportation to the public school within the district or to the public school in a nearby district if an agreement can be arranged.**
- **Priority is given to lowest-achieving children from low-income families (when the district has expended an amount equal to 20% of its Title I allocation for transportation).**

Write or revise COMPREHENSIVE SCHOOL IMPROVEMENT PLAN to include:

- Scientifically-researched instructional strategies
- Practices to improve core academic subjects
- Specifics for 10 percent of school's Title I allocation for professional development
- Strategies to promote effective parent involvement
- Extended school activities
- Teacher-mentoring program

Offer SUPPLEMENTAL EDUCATIONAL SERVICES

- Low-income students attending school identified as a NCLB Improvement School in its second year of improvement, in corrective action, or under a restructuring plan.
- Tutoring and academic intervention outside of the regular school day
- Provider must be approved by state
- District may become provider if it is not identified for improvement.

CORRECTIVE ACTION (District must do one of following)

- Replace school staff relevant to improvement
- Institute and implement new curriculum
- Decrease management authority
- Appoint an outside adviser
- Extend school day or year
- Restructure internal organization

RESTRUCTURING (District must prepare alternative governance arrangements by planning to implement one of the following)

- Replace all or most of staff relevant to failure
- Turn operation over to the state
- Determine any other major restructuring that makes fundamental reforms possible
- Implement if school continues not making AYP

The following provides information about the timing of consequences:

Tier 1 of Consequences (2 consecutive years not making AYP)

- Implement School Choice
- Write or revise School Plan

Tier 2 of Consequences (3 years not making AYP)

- Continue School Choice
- Revise School Plan
- Offer Supplemental Services

Tier 3 of Consequences (4 years not making AYP)

- Continue School Choice
- Continue Supplemental Services
- Institute Corrective Action

Tier 4 of Consequences (5 years not making AYP)

- Continue School Choice
- Continue Supplemental Services
- Continue Corrective Action
- Write a Plan for Alternative Governance

Tier 5 of Consequences (6 years not making AYP)

- Continue School Choice
- Continue Supplemental Services
- Implement Alternative Governance

Tier 5-2 of Consequences (7 years not making AYP – second year of restructuring)

- Continue School Choice
- Continue Supplemental Services
- Monitor and Change Alternative Governance as needed

Tier 5-3 of Consequences (8 years not making AYP – third year of restructuring)

- Continue School Choice
- Continue Supplemental Services
- Monitor and Change Alternative Governance as needed

Questions concerning Adequate Yearly Progress (AYP) may be directed to:

Rhonda Sims
Office of Assessment and Accountability
18th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-2256, ext. 4109
rhonda.sims@education.ky.gov

Questions concerning the consequences when a school does not make AYP may be directed to:

Debbie Hicks
Office of Special Instructional Services
8th Floor, 500 Mero Street
Frankfort KY 40601
(502) 564-3791
debbie.hicks@education.ky.gov

(NAME OF SCHOOL DISTRICT)

STUDENT RECORD RELEASE FORM

I, as a parent or guardian of _____ authorize and approve the release of all information concerning the educational placement of my child, who is enrolling in grade _____ and whose birth date is _____.

Records are in the custody of:

Records will be sent to:

School

Recipient

Street

Street

City, State, Zip Code

City, State, Zip Code

Information included:

1. _____ Grades and/or academic standing, credits (units)
2. _____ Psychological evaluation report
3. _____ Individual standardized Achievement Test Results
4. _____ Individual Education Program and Due Process forms
5. _____ Health forms
6. _____ Key to grading system
7. _____ Please include portfolio work if in the state of Kentucky

My signature below constitutes notice to me that this information will be disclosed only to the recipient listed above. I understand that I may inspect this information and/or records if I make application to do so through the Pupil Personnel Office.

Birth date of student if over 18 _____

Signed _____

Parent, Guardian or student (if 18)

(Required if recipient is not an exception as listed in KRS 160.720)

Address _____

Date

(SCHOOL NAME)

702 KAR 7:125. Pupil attendance.

RELATES TO: KRS 157.320, 157.350, 157.360, 158.030, 158.060, 158.070, 158.100, 158.240, 159.010, 159.030, 159.035, 159.140, 159.170, 161.200

STATUTORY AUTHORITY: KRS 156.070, 156.160, 157.320, 158.060, 158.070

NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.320 defines average daily attendance of pupils for funding purposes under the Support Education Excellence in Kentucky (SEEK) Program. KRS 157.360 bases SEEK funding upon average daily attendance. KRS 158.030, 158.100, and 159.030 establish the age for compulsory school attendance. KRS 158.060 defines the school day and month and make-up of school days missed. KRS 158.070 defines the school term. KRS 158.240 and 159.035 define attendance credit for moral instruction and 4-H activities. KRS 161.200 requires attendance records to be kept by teachers. This administrative regulation establishes a uniform method of recording pupil attendance.

Section 1. (1) The local board of education, upon recommendation of the local school district superintendent, shall adopt a school calendar for the upcoming school year on or before May 15 of each year. The calendar shall:

- (a) Establish the opening and closing dates of the school term;
 - (b) Establish beginning and ending dates of each school month;
 - (c) State the number of days of instruction;
 - (d) Establish the minimum length of the instructional day;
 - (e) State the instructional time the local board of education requires for kindergarten if in excess of the minimum three (3) hours of instruction;
 - (f) State whether the additional instructional time, if any, is planned to be banked to make up for full days which may be missed due to an emergency; and
 - (g) Designate days on which schools shall be dismissed.
- (2) Opening day, for planning activities without the presence of pupils, shall be scheduled to occur prior to the first instructional day of the school term.
- (3) Closing day, for planning activities without the presence of pupils, shall be scheduled to occur following the completion of the last instructional day of the school term.
- (4) Local school districts shall plan appropriately for the make-up of instructional time missed due to emergency. In addition to the minimum 1,050 hour instructional term, the school calendar shall include days equal to the greatest number of days missed system-wide in the local school district over the preceding five (5) school years.
- (5) Graduation ceremonies shall be scheduled to occur following completion of the instructional term.

(6) An up-to-date master (bell) schedule shall be on file in a school. Up-to-date master (bell) schedules for each school in a district shall be on file in the district's central office.

Section 2. (1) The local board of education shall file each adopted school calendar with the Department of Education no later than June 30 of each year. The local school district shall not be paid any installment of its SEEK program allotment until the school calendar has been approved by the Department of Education.

(2) The local board of education, upon recommendation of the local school district superintendent, may amend the school calendar.

(3) An amended school calendar shall be submitted for approval to the Department of Education no later than June 30 of each year.

Section 3. (1) The regularly scheduled school day shall not be shortened after the school calendar has been adopted by the local board of education and approved by the Department of Education except in cases of emergency declared by the local school district superintendent in accordance with policies of the local board of education.

(2) The local school district shall be allowed a total of five (5) hours missed each school year that do not have to be made up, and that occurred as a result of school days shortened due to emergency. These hours shall be reported to the department on the amended school calendar.

(3) Except as provided in subsection (2) of this section, all time missed on school days shortened due to emergency shall be made up and shall be reported to the Department of Education on the amended school calendar.

Section 4. (1) A school district shall not be considered for disaster days unless the district has missed more than twenty (20) regular instructional days system-wide. The local school district shall make up at least the first twenty (20) regular instructional days missed in a school year by adding these hours back into the school calendar.

(2) A local board of education request for district-wide disaster days shall be submitted to the Commissioner of Education for approval. A copy of the local board order shall accompany this request.

Section 5. A local board of education may request disaster days if one (1) school, or part of the district, is forced to miss school on a particular day due to an emergency. The request shall be submitted to the Commissioner of Education for approval. A copy of the local board order shall accompany this request.

Section 6. (1) The following shall constitute the activities to be conducted during the instructional school day:

(a) Courses and content included in the "Program of Studies for Kentucky Schools, Grades Primary-12", pursuant to 704 KAR 3:303;

(b) Courses and activities included in the local school district program of studies for which a letter of assurance of compliance has been submitted to the Department of Education pursuant to 704 KAR 3:305;

(c) Co-curricular activities which are unequivocally instructional in nature, directly related to the instructional program and scheduled to minimize absences from classroom instruction; and

(d) A maximum of five (5) minutes passing time between instructional periods, and travel time required to participate in regular instructional programs off of the school campus including vocational schools, day treatment centers, and alternative schools. Travel time to off-campus facilities shall be scheduled to minimize absence from classroom instruction.

(2) The local board of education shall adopt a policy specifying co-curricular instructional activities which may be included in the instructional school day, as described in subsection (1)(c) of this section.

(3) Each school shall have available a master (bell) schedule that delineates instructional time periods and non-instructional time periods for all grade levels served and schedules provided.

Section 7. (1) Daily attendance of pupils in elementary schools shall be determined by taking attendance one (1) time each day prior to the start of instruction and maintaining a student entry and exit log at each school.

(2) Daily attendance of pupils in middle and high school shall be determined by taking attendance by class period and maintaining a student entry and exit log at each school.

(3) The student entry and exit log shall include the date, student name, grade or homeroom, time of late arrival, time of early departure (with the reason for both listed) and other information required by the local board of education. For elementary students who are signed out, the student entry and exit log shall also include a signature of: (a) A parent; (b) A legal guardian; or (c) An adult with proof of identification and for whom the school has received a written authorization from the parent or legal guardian.

(4) Pupils shall be physically present in the school to be counted in attendance except under the following conditions:

(a) The pupil is a participant in a co-curricular instructional activity that has been authorized by the local board of education and is a definite part of the instructional program of the school;

(b) The pupil is a participant in an activity as provided in either KRS 158.240 or 159.035;

(c) The pupil is participating in an off-site virtual high school class or block. A student may be counted in attendance for a virtual high school class or block for the year or semester in which the student initially enrolled in the class or block if the student demonstrates proficiency in accordance with local policies required by 704 KAR 3:305, Section 4(3);

(d) The pupil's mental or physical condition prevents or renders inadvisable attendance in a school setting, and the pupil meets the requirements of KRS 159.030(2). A pupil being served in the home/hospital program shall receive a minimum of one (1) hour of instruction two (2) times per five (5) instructional days;

(e) The student has been court ordered to receive educational services in a setting other than the classroom. A pupil being served through a court order shall receive a minimum of one (1) hour of instruction two (2) times per five (5) instructional days; or

(f) The student has an individual education plan (IEP) that requires less than full-time instructional services.

(g) The pupil is participating in standards-based, performance-based credit that is awarded in accordance with 704 KAR 3:305, Section 4(2)(b) and that falls within one (1) or more of the categories of standards-based course work outlined in 704 KAR 3:305, Section 4(4). A student may be counted in attendance for performance-based credit for a class or block for the year or semester in which the student initially enrolled in the class or block if the student demonstrates proficiency in accordance with local policies required by 704 KAR 3:305, Section 4(3); or

(h) The pupil participates in a school that is authorized by the Commissioner of Education to design and deliver an educational program so that all graduation requirements are based on student proficiency of standards and performance, rather than time and carnegie units, as authorized in 704 KAR 3:305, Section 4.

(5) Even if a pupil's absence or tardy is due to factors beyond the pupil's control, including inclement weather or failure of the transportation system to operate, the pupil shall be counted absent or tardy.

(6) The local board of education shall determine by local board policy what constitutes an excused and an unexcused absence.

(7) A pupil shall not be allowed to make up absences for the purpose of including make-up activities in the calculation of average daily attendance.

Section 8. The guidelines in this subsection shall be used to calculate student attendance for state funding purposes.

(1) A full day of attendance shall be recorded for a pupil who is in attendance 100 percent of the regularly-scheduled school day for the pupil's grade level.

(2) A tardy shall be recorded for a pupil who is absent sixty (60) minutes or less of the regularly-scheduled school day for the pupil's grade level.

(3) The actual percentage of the school day shall be recorded for attendance of a pupil absent for more than sixty (60) minutes of the regularly-scheduled school day for the pupil's grade level.

(4) A full day absence shall be recorded for a pupil who is absent 100 percent of the regularly-scheduled school day for the pupil's grade level.

(5) The percentages described in this subsection shall apply to the regularly-scheduled school day approved by the local board of education and shall be applicable to entry level through grade level twelve (12).

Section 9. A local board of education may permit an arrangement whereby a pupil has a shortened school day in accordance with KRS 158.060, or local board of education policy. The time a student is in attendance shall be included in calculating the district's average daily attendance.

Section 10. A local board of education may permit an arrangement in which a pupil pursues part of the student's education under the direction and control of one (1) public school and part of the student's education under the direction and control of another public or nonpublic school. The time a student is served by public school shall be included when calculating the district's average daily attendance.

Section 11. If a local school district, under the provisions of KRS 157.360(6), enrolls a child with a disability in a private school or agency, the private school or agency shall certify the attendance of the child to the local school district at the close of each school month.

Section 12. (1) If a local school district enrolls a pupil in the entry level program who will not be five (5) years of age on or before October 1 of the year of enrollment, the total aggregate days attendance for the pupil shall not be included in calculating the district's average daily attendance.

(2) If a local school district enrolls a pupil in the second level of the primary program who will not be six (6) years of age on or before October 1 of the year of enrollment, the total aggregate days attendance for the pupil shall not be included in calculating the district's average daily attendance except under the following conditions:

(a) The local board of education shall have determined that the student is eligible for enrollment into the second level of the primary program after academic, social, and developmental progress records from multiple data sources are reviewed by a team and determined to support accelerated placement. These sources shall include:

- 1 Anecdotal records;
2. A variety of student work samples, including evidence of student self-reflection; and
3. Standardized test results;

(b) The team shall be comprised of three (3) members who have knowledge of the student's developmental skills and abilities. Team members shall be chosen from these categories:

1. Teachers;
2. Parents;
3. Psychologists;
4. Principals; or
5. District specialists;

(c) At least one (1) team member shall represent the district office and have an understanding of early childhood development and knowledge of developmentally-appropriate practices; and

(d) If a student is recommended by the local board of education for accelerated placement into the second level of the primary program, the district shall forward that recommendation to the department for approval with:

1. A list of data sources used in making the decision;
2. A list of all individuals who submitted the data sources;
3. A list of team members; and
4. The data needed to create a pupil attendance record.

(3) A local school district shall enroll any resident pupil, not holding a high school diploma, under the age of twenty-one (21) years of age who wishes to enroll. The days attended after the student's 21st birthday shall not be included in the calculation of the district's average daily attendance.

Section 13. The Growth Factor Report for the first two (2) school months of the school year pursuant to KRS 157.360(8) shall be submitted to the Department of Education within ten (10) business days following the last day of the second school month or by November 1 of each year, whichever occurs first.

Section 14. (1) A copy of the written agreement local boards of education execute for enrollment of nonresident pupils as provided by KRS 157.350(4) shall be submitted to the Department of Education no later than February 1 of the year prior to the school year to which it will apply. The written agreement shall include the specific terms to which the districts have agreed. A list of the names of all nonresident pupils enrolled in the district covered by the agreement shall be submitted to the Department of Education not later than November 1 of the school year covered by the agreement.

(2) A change may be made to the original nonresident pupil agreement up to the close of the school year to include the nonresident pupils enrolling after the close of the second school month. The amendment shall be submitted to the Department of Education no later than June 30 of each year.

Section 15. The superintendent's annual attendance report (SAAR) shall be considered the request to substitute prior year's average daily attendance for up to ten (10) designated weather-related low attendance days, and certification that the low attendance was due to inclement weather in accordance with KRS 157.320(17). Documentation that the low attendance was due to inclement weather shall be retained at the central office.

Section 16. (1) The school's records of daily attendance and teacher's monthly attendance reports, daily and class period absentee lists, student entry and exit logs, and the Home/Hospital Program Form, shall be the original source of attendance data for all pupils enrolled in the public common schools and shall be verified at the end of each school month.

(2) The school's records of daily attendance and teachers' monthly attendance reports shall be signed by a designated certified person within the elementary or secondary school who shall be responsible for verifying and certifying the state attendance documents for accuracy.

(3) The school's records of daily attendance and tenth month teacher's monthly attendance reports shall be retained at least twenty (20) years. The daily and class period absentee lists, and student entry and exit logs shall be retained at least two (2) full school years after the current school year.

Section 17. The following entry, reentry and withdrawal codes shall be used to indicate the enrollment status of pupils:

(1) E01 - A pupil enrolled for the first time during the current year in either a public or nonpublic school in the United States;

(2) E02 - A pupil previously enrolled during the current school year in either a public or nonpublic school in another state who has not previously enrolled in Kentucky during the current school year;

(3) E03 - A pupil enrolling for the first time during the current school year in either a public or nonpublic school, who withdrew as a W06, W07, W13, W16 or W18 during the 2004-2005

school year or as a W24 or W25 for previous school years;

(4) R01 - A pupil received from another homeroom in the same school;

(5) R02 - A pupil received from another public school in the same public school district;

(6) R06 - A pupil reentering the school after dropping out, discharge or expulsion from a school district in Kentucky during the current school year, who has not entered any other school during the intervening period;

(7) R20 - A pupil previously enrolled in a home school in Kentucky during the current school year;

(8) R21 - A pupil previously enrolled in any public or nonpublic school (excluding home schools) in Kentucky during the current school year;

(9) W01 - A pupil transferred to another homeroom in the same school. The re-entry code to use with W01 shall be R01;

(10) W02 - A pupil transferred to another public school in the same public school district. The re-entry code to use with W02 shall be R02;

(11) A pupil withdrawn due to those communicable medical conditions that pose a threat in school environments listed in 902 KAR 2:020, Section 1(1), accompanied by a doctor's statement certifying the condition, or any other health-related condition for which the student is too ill to participate in regular school attendance or local homebound instructional services, or if the student has obtained a doctor's statement certifying the condition. The re-entry code to use with W07 shall be R06;

(12) W08 - A pupil withdrawn due to death;

(13) W09 - A pupil who has graduated or completed a 504 plan or an individual education plan prior to the end of the school term or year;

(14) W12 - A pupil under the jurisdiction of the court. For purposes of the W12 code, a pupil may be considered under the jurisdiction of the court on the day the petition is filed with the court. The re-entry code to use with W12 shall be R06. For accountability purposes, a W12 shall be considered a dropout if the district cannot substantiate enrollment in the proper educational setting as designated by the court;

(15) W17 - An entry level student in the primary program, withdrawn during the first two (2) months enrolled due to immaturity or mutual agreement by the parent, guardian or other custodian and the school in accordance with 704 KAR 5:060;

(16) W20 - A pupil transferred to a home school. The re-entry code to use with W20 shall be R20;

(17) W21 - A pupil transferred to a nonpublic school (excluding home school). The re-entry code to use with W21 shall be R21;

(18) W22 - A pupil who has transferred to another public school district and for whom a request for student records has been received or enrollment has been substantiated, or a pupil who is known to have moved out of the United States;

(19) W23 - A pupil withdrawn for a second or subsequent time who initially withdrew as a W24 or W25 during the current school year;

(20) W24 - A pupil who has moved out of this public school district for whom enrollment elsewhere has not been substantiated;

(21) W25 - A pupil who is at least sixteen (16) years of age and has dropped out of public school;

(22) W26 - A pupil who has withdrawn from school after completing a secondary GED program and receiving a GED certificate; and

(23) W27 - a student who has withdrawn from school and subsequently received a GED.

Section 18. (1) For a student who has been suspended, a code of S shall be used to indicate the days suspended.

(2) Suspension shall be considered an unexcused absence.

Section 19. The following ethnic codes shall be used to indicate the ethnic origin of pupils:

(1) 1 - White (not Hispanic) - A person having origins in any of the original peoples of Europe, North Africa or the Middle East;

(2) 2 - Black (not Hispanic) - A person having origins in any of the black racial groups of Africa;

(3) 3 - Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture of origin regardless of race;

(4) 4 - Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands;

(5) 5 - American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition; and

(6) 6 - Other.

Section 20. (1) The Student Dropout Questionnaire shall be completed during the one (1) hour counseling session mandated in accordance with KRS 159.010. Information obtained from this survey shall be submitted to the Department of Education on the local Superintendent's Annual Attendance Report no later than June 30 of each year.

(2) The request for records and other information involving the withdrawal and transfer of pupils shall be processed by the local superintendent or his designee pursuant to KRS 159.170, and shall be maintained in the student's permanent file.

Section 21. Incorporation by Reference. (1) The following material is incorporated by reference:

- (a) "Growth Factor Report", June 2004;
- (b) "Superintendent's Annual Attendance Report", June 2004; and
- (c) "Student Dropout Questionnaire", December 2002.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Department of Education, Division of Finance, 15th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (23 Ky.R. 2352; Am. 2722; eff. 1-9-97; 25 Ky.R. 1137; 1597; eff. 1-19-99; 27 Ky.R. 1871; 2439; eff. 3-19-01; 29 Ky.R. 2349; 29 Ky.R. 2349; 2685; eff. 4-15-03; 30 Ky.R. 2380; 31 Ky.R. 76; eff. 8-6-04; 32 Ky.R. 1771; 2009; eff. 6-2-06.)

KENTUCKY REVISED STATUTES REFERENCE LIST

Applicable Statutes and Regulations:

Kentucky Revised Statutes

2.110	Holidays
2.190	Presidential Election Day
36.396	Excused absences for secondary school students who participate in Military Burial Honor Guard Program – inclusion in instructed program
118.025	Voting to be by secret ballot on voting machines – general laws applicable – Time for holding elections
157.226	Preschool program for disabled children
157.270	Inst. in child's home or hospital
157.320	Definitions for KRS 157.310 - KRS 157.440
157.350	Eligibility of districts for participation in fund to support education excellence in Kentucky
157.360	Base funding level -- Adjustment -- Enforcement of maximum class sizes -- Allotment of program funds -- Recalculation of allocated funds -- Lengthening of school days.
157.140	Responsibility for books not returned – Enforcement
157.200	Def. For KRS 157.200 to 157.290
158.007	Definitions for chapter
158.010	Uniform school systems to be maintained; variations
158.030	"Common school" and "primary school program" defined; who may attend
158.031	Primary school program – Authority for administrative regulations - Attributes – part time attendance – Grouping – Reporting Requirements
158.032	Flagging record of missing child – Procedure upon recovery - Documents required
158.035	Certificate of Immunization

158.050	School year
158.060	School month and school day; duty-free lunch period; non teaching time for teachers
158.070	School term; holidays and days closed; continuing education for certain students
158.075	Veteran's Day observance in public high schools
158.080	Private and parochial schools; courses; terms
158.100	Program required to be provided by school district; additional programs permitted
158.105	War veterans may complete high school course without tuition
158.108	Effect of failure to pay for or rent school supplies
158.120	Non-resident pupils; tuition
158.137	Educational passports for state agency children
158.146	Strategy to address school dropout problem
158.150	Suspension and expulsion of pupils
158.153	Punishment based on child's records-disclosure of records-cause of action-district wide standards of behavior for students participating in extracurricular activities
158.160	Notification to school by parent of guardian of child's medical condition threatening school safety; exclusion of child with communicable disease from school; closing of school during epidemic
158.240	Credit for moral instruction
158.250	Activities for non-participants in moral instruction classes
158.990	Penalties
158.6455	System to identify and reward successful schools-school accountability index-consequences of schools not meeting goals-Scholastic audits-formula for school accountability and improvement goal-district accountability-appeals of performance judgments
158.6457	Def. for KRS 158.6452, 158.6453, 158.6455, and 158.6457

159.010	Parent or custodian to send child to school; age limits for compulsory attendance; notification and counseling prior to withdrawal
159.020	Transferring child from one district to another
159.030	Exemptions from compulsory attendance
159.035	Participation in 4-H activities to be considered attendance
159.040	Attendance at private and parochial schools
159.051	Loss of driver's license by student for dropping out of school or for academic deficiency
159.080	Director of Pupil Personnel
159.090	Directors of pupil personnel for united districts
159.130	Powers of directors of pupil personnel
159.140	Duties of director of pupil personnel
159.150	Definition of truancy
159.160	Attendance reports to superintendent
159.170	Withdrawals and transfers; teachers to investigate and report
159.180	Parents responsible for children's violations
159.250	Nature of census
159.270	False report of census prohibited
159.990	Penalties
160.040	Merger of districts
160.041	Merger of independent district with county district
160.345	Required adoption of school councils for school based decision making-composition-responsibilities-professional development-exemption-formula for allocation of school district funds-intentionally engaging in conduct detrimental to school based decision making by board member, superintendent, district employee, or school council member-complaint procedure-disciplinary action-rescission of right to establish and powers of council

161.200	Records to be kept by teachers; exceptions
161.210	Reports to be made by teachers
211.180	Functions of cabinet in the regulation of certain health matters - Inspection fees
214.034	Immunization of children
339.220	Minor under fourteen not to be employed - exception
339.230	Restrictions on employment of minor between fourteen and eighteen
530.070	Unlawful transaction with a minor in the third degree (Penal Code)
600.020	Definition for KRS Chapters 600 to 645 (Juvenile Code)
610.010	District Court jurisdiction of juvenile matters
620.030	Dependent to report dependency, neglect or abuse
620.990	Penalty

AGENCY CONTACTS

The following list is provided as a reference for specific program areas:

Alternative Programs	Nijel Clayton	(502) 564-4772
Assessment and Accountability	Ken Draut	(502) 564-2256
Data Standards	Becky Jenkins	(502) 564-5279
Discipline Codes	Libby Taylor	(502) 564-4772
Dropout Prevention	Libby Taylor	(502) 564-4772
Extended School Services	April Pieper Sharon Johnston	(502) 564-4772
Gifted and Talented	Leah Ellis	(502) 564-2106
Growth Factor Reporting	Leigh Ann Welch	(502) 564-5279
Health Services	Karen Erwin	(502) 564-5625
Home and Hospital Program Program Requirements Attendance	Artye Dulaney Tracy Browning Jeffrey Coulter	(502) 564-4970 (502) 564-3846
Homeless Student Program	Mary Marshall Monica Davis	(502) 564-3791
Home Schools	Laura Graham	(502) 564-3791
Limited English Proficient	Sonia Upton Shelda Hale	(502) 564-2106
Local Educator Assignment Data	Cindy Godsey	(502) 564-4606
Location Numbers	Lori Davis	(502) 564-5279
Early Childhood/Preschool	Annette Bridges	(502) 564-7056
Missing Children Program	Linda Johnson	(502) 564-4772
Non Academic Data	David Curd Tina Logan	(502) 564-9853
Primary Program	Joe McCowan	(502) 564-2106
Private and Parochial Schools	Dawn Offutt	(502) 564-3791

Pupil Attendance	Tracy Browning Jeffrey Coulter	(502) 564-3846
Safe and Drug Free Schools (Title IV)	Nijel Clayton	(502)564-4772
Safe Schools Data Reporting	Libby Taylor	(502) 564-4772
KSIS (Infinite Campus)	Garnetta Barnette	(502) 564-5279
Superintendent's Annual Attendance Report	Leigh Ann Welch	(502) 564-5279
Transportation	Roy Prince	(502) 564-4718

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